Childhood Education

Toward Maturity: A Mid-century Challenge

We Grow as Responsible Group Members

APRIL 1951

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Childhood Education

For Those Concerned with Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

Next Month—

May's theme is "Toward Maturity: As Teachers and Parents." Millie Almy is planning editor.

Howard Lane looks at criteria for maturity. Parental relations with the school are discussed in articles by Jerome G. Disque and Bess B. Lane. Aleyne C. Haines writes on "As Children View Us" and Luba Dinkin on "We Follow Children's Leads."

How one community set up a nursery school is described by Elizabeth L. Woods. Contributing to a symposium entitled "We Work Together" are Helen Bertermann, Mary Ellen Singsen, and Paulette Hartrich.

News and reviews keep you up to date.

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We accept responsibility

Courtesy, Louise Gross, Cape Girardeau, Missouri

We Grow as Responsible Group Members

NOT SO LONG AGO A FAVORITE TOPIC FOR DISCUSSION AMONG EDUCATORS was how to develop leadership and followership. For children to be obedient to the teacher and other figures of authority was considered good training in following. The few leadership opportunities in a school were usually given by the teachers to the "natural" leaders, following the same reasoning that gives the best athletes the most chances to engage in sports and the best singers the most chances to sing.

Now we see things differently. In a democracy everybody must be equipped to play on a team that is concerned with the common welfare. Instead of drawing lines between leaders and followers, we need to help every individual become more mature in his responsibility to the group, more able to play a number of useful roles in groups of different size, composition, and function.

As we study small groups whose members are experienced at working together, it is hard to decide who is the chairman—every member takes his turn at helping the group to make progress on the job at hand. One member may suggest a new problem for consideration. Another may ask to have the problem clarified or he may offer an example which shows his understanding of the previous speaker. One may call attention to an idea that was dropped before it had been fully considered. Another may summarize the discussion up to a certain point or ask if the group has reached an agreement on some matter. A different service of a group member may be to relieve tension by a humorous remark.

No sharp line can be drawn between leaders and followers in democratic groups; there are merely group members. Some may have official positions like chairman, recorder, or observer but all have a feeling of both freedom and obligation to make the contribution that will be of most assistance to the group at the time. This is a mature kind of group membership, a kind that is just being learned by many adults in our society.

IN THIS ISSUE OF CHILDHOOD EDUCATION THIS NEW CONCEPT OF group membership is fully described. Help is given on how teachers and other adults may work to develope in themselves and in children the judgment and skills involved in the variety of group member roles we now know. Some of these roles are played during discussion sessions where groups are planning and evaluating. Others are played as plans are being carried into action. All individuals must participate in a variety of ways if they are to grow as responsible group members.

—ALICE MIEL, *associate professor of education, Teachers College, Columbia University; special planning editor for this issue of* CHILDHOOD EDUCATION.

By KENNETH D. BENNE, FRED BARNES, MURRAY HORWITZ, *and* IRVING LAZAR

Group Membership and the Learning of Responsibility

A Conversation

The participants in this conversation are members of the faculty of the College of Education, University of Illinois. Their respective major fields of study and teaching are philosophy of education, elementary education, social psychology, and child development. Illustrations were drawn by James W. Weir, student in art education, University of Illinois, Urbana.

Benne: The interest among readers of CHILDHOOD EDUCATION in ways of developing responsibility in children is, of course, not a new concern. But perhaps we can get some new light, from recent studies of groups and group membership, on the behavioral meaning of "responsibility" and on ways of developing it in schools. I take it that our job here is to think together about what is involved in group membership and what that suggests to teachers about ways of helping children to develop responsibility.

Lazar: Ken, why don't you start with a definition of how we might use the word "responsibility"?

Benne: For our purposes, shouldn't we mean by "responsibility" ability to respond in certain desirable ways in and to a group situation or activity? I suppose we are assuming that a group requires certain generalized kinds of responses from members if the activity of the group is to be satisfying to all members and if the jobs of the group are to be done efficiently. These generalized member abilities to respond may be thought of as member roles. And if children can be helped to become more sensitive to roles required by the group and better able to take the roles as needed, they will be learning "responsibility." Does this make sense?

Barnes: I think so, Ken. It assumes further that we can, as teachers who have become students of group functioning, define and identify the changing roles, the abilities to respond, which the group needs from its members from time to time, and that we can find ways of helping children become aware of needed roles and more skilled in supplying them.

Horwitz: I would like to try to broaden the problem of the teacher's role in promoting responsibility. It is important to develop in members the abilities to perform the necessary job functions in the group. But in addition to the ability to respond as needed, in addition, to *skills*, we should consider the problem of developing children's *motivation* to respond. Ken has mentioned one

source of motivation—that a well-functioning group will be more likely to be satisfying to its members. And, conversely, a poorly organized group can be a source of great frustration to members and may lead to scapegoating. As another example, take the child's need for self-esteem. The way the teacher behaves toward him may enhance self-esteem and increase the child's desire to participate actively in the classroom group. Or it may threaten his self-esteem, and he may withdraw or become antagonistic to the group or otherwise "irresponsible."

Lazar: One additional caution. The child in school has already learned and is practicing certain ways of responding to group demands and of dealing with others in groups—in the family and in the neighborhood play group. Teaching group responsibility in schools is often a task of retraining or broadening or better defining training that has taken or is taking place informally.

Horwitz: Shouldn't we talk a bit about why we have defined "responsibility" in terms of *group member* functioning? Traditionally, we have thought of "responsibility" in terms, on the one hand, of obligated response to *society* in the large or to one's fellow men. On the other hand, we've thought in terms of one person's maintaining certain standards of relationship in dealing with another person. Why should we concern ourselves particularly with responsibility to groups rather than responsibility to others in interpersonal relations?

Benne: Or to society in general?

Horwitz: Yes, as over against both of these ways of looking at responsibility.

Lazar: Isn't one of the reasons to be found in terms of the reality of school situations? We do educate children in groups. Their dealings with others are as members of the schoolroom group. If children are actually going to be influenced in school to be considerate of other's feelings, for example, this standard must become one of the working standards of the schoolroom group and its culture.

Barnes: Murray, wouldn't you agree that in the larger society most of us are first of all responsible to the groups with which we associate—my family, my union, my church? Aren't our main ways of influencing society through the behavior of its constituent groups to which we belong? And haven't we often tended to ignore the relation of our larger social ideals, democracy for example, to the way my family functions or my political party? Don't we need to learn better our responsibilities for making our groups work better so that we can better, through them, discharge our responsibilities to society? All this is probably even more nearly true for children than for adults. In his own smaller groups the child learns mechanisms and standards of social relationships which he then generalizes to wider areas.

Benne: Doesn't the school bring Murray's two emphases together in its group life? When the child comes to school, he must learn to interpret interpersonal standards learned at home in new relationships to many other children with whom he must live not of his own choice but through social demand. And he confronts wider social demands on him and his peer group every day in the person of the teacher who is with the group to direct its activity in some measure of conformity with what "society," as interpreted through profession, community, state law, expects schooling to be. In the school group the child can learn both to generalize the learnings of interpersonal responsibil-

ities already begun and still going on in the home and to recognize, evaluate, and respond to wider social demands. O.K., Murray, have we answered your question or just talked you into insensibility?

Horwitz: I'll accept it.

Benne: Should we look more closely at the opportunities the school group presents for helping members of the group to learn responsibility?

Barnes: I wonder if we couldn't get some light on the peculiar opportunity of the school group for developing responsibility by contrasting it with the informal groups to which children also belong. The neighborhood play group, though it gives experience in group membership, doesn't typically take conscious and beforehand responsibility for helping the children to observe, interpret, and evaluate their group experiences. But the school takes responsibility for helping children to intellectualize their group member experiences, just as it takes conscious and beforehand responsibility for most other learnings that go on in the school group.

Horwitz: You aren't saying, Fred, that schools are now adequately undertaking this deliberate study of group membership, are you?

Barnes: Not at all. I think they should more often than they do.

Benne: Isn't that one reason we're holding this conversation? We have a feeling, and many teachers share it with us, that we haven't done enough in schools in using, as potentially excellent content, the experiences of children as group members in their various school groups. Since we haven't learned to make such experiences into conscious content, we haven't helped children to intellectualize the problems, principles, and skills of group membership and responsibility as well perhaps as we have the skills of reading and computing.

Lazar: What problems are raised by the fact that school groups can't ordinarily compete with neighborhood groups in terms of child preference?

Barnes: I don't think we should try to compete by setting school groups up as nearly identical as possible with the groups youngsters form outside of school. If we do, the schools won't make any distinctive contribution to students' conscious and critical learnings about group membership and development.

Lazar: Isn't it more nearly accurate to say that the neighborhood and the school present different kinds of opportunities for group experience? In the neighborhood, the child has a freer choice of companions. On the other hand, because in the school he has a fairly large group of people to work with, he has more opportunity to deal with a wider variety of situations and of kinds of people. One problem involved here is that often we don't give sufficient opportunity in schools to the children to work out group techniques for themselves. We impose adult techniques of group living on the child. These may be unreal to him. He is not fully ready for them. He may try to comply, because he likes the teacher or because he is afraid or for any number of reasons, with the artificial groupings and group procedures prescribed by the school but still prefer the ones he is permitted to work out in his own way. Learning to get along with people—like other learnings—is a developmental process. We've tended in school to skip intermediate stages in the learning process and to expect children to live up to an adult ideal of member responsibility.

Horwitz: So your criticism of the school program, Irv, is in terms of the

unconscious expectations it has set up with respect to member responsibility for children of different ages rather than Fred's and Ken's emphasis that the schools haven't made the learning of group member skills a conscious training responsibility?

Lazar: That's right. But I'm not quarreling with that emphasis, if it doesn't force children beyond their developmental readiness.

Benne: I wonder if we're ready now to fulfill one of our earlier promises. We stated earlier that there are certain roles, generalized abilities to respond appropriately in group situations, which can be identified and learned. We stated that learning to be sensitive to the need for these roles in the group and to be able and motivated to supply them when needed is concretely the learning of member responsibility. Shouldn't we name and define some of these roles?

Barnes: One role that does seem necessary to good group functioning and which children can learn to take badly or well is that of the *initiator*. He is the idea-hatcher for the group, proposing some new direction, problem, or activity for group consideration.

Horwitz: Doesn't this imply that schools should provide opportunities for children to initiate plans and activities?

Barnes: Yes, Murray, I want opportunity for participation in group planning and decision by children in the school. But that isn't enough. The children must learn to look at their different efforts to initiate in group activity and to identify the skills necessary to be a good initiator.

Lazar: We aren't saying that the initiator role is to be played by only a few people, are we? Shouldn't it be passed around? And shouldn't children learn to think of it that way? It isn't just that widespread participation is good itself. It's also true that different children, because of different experiences and talents, can do a good job of initiation at different times, depending on what the on-going problem is. Part of the member's responsibility is to assess when his special knowledge or experience fits him specially for the initiator role. And part of the standard of the group is to get the best resources of members out as needed.

James W. Weir

"The Initiator"

Benne: Doesn't that suggest a way of looking at each of the roles, not just the initiator? Any member may play many different roles at different times. And the determinants of who should play a given role are the need of the group and the particular resources of the member.

Lazar: Don't children also have to learn to distinguish the differences in motives behind and effects of different member contributions which may overtly

look much the same? The exhibitor, the dominator, the aggressor may in any one participation look like the initiator. Yet the motives and the effects on the group may be very different.

Horwitz: In light of our earlier discussion, shouldn't we distinguish initiation as a role in the school group from initiation as a role in let's say a neighborhood play group? The child is forced to belong to the school group. The school system sets limits to the range of group activity. Must not the child in the school group learn to initiate activity inside the social limits within which he and the group are working?

Benne: I wonder if this point can't be generalized, Murray. And I believe when we do we'll discover another required member role. We have tended in our discussion to idealize the degree of freedom in the neighborhood play group. Actually it may be dominated by a bully who limits initiation by other members more stringently than almost any teacher would. But the general point is that groups always work within some limits. Part of responsible initiation in a group is to respect these limits or suggest ways of changing them. And doesn't this suggest a second member role, the *reality-tester?*

Barnes: You mean, Ken, that it's not enough just to hatch an idea for a group activity. Some child on a fall day may say, "Let's ice skate" (initiator), but the reality-tester would be needed to say, "Is there any ice?" or "Are there any skates?"

Benne: I wonder if we're ready to name a third role. What about the *evaluator-critic?* This role often isn't well developed or utilized in our classrooms but it seems important from the standpoint of group learning. The child says after a game, "That was a dopey game we played. Couldn't we do it better next time?" This often leads just to a gripe session. But, if this type of response could be disciplined somewhat, wouldn't it become an important part of responsibility for helping a group look at what it has done and plan better for next time?

Lazar: Isn't this a role the teacher usually plays? Aren't we expecting too many of these roles from children? I wonder how readily a teacher would take to having, for example, her evaluator-critic role shared by the children.

Benne: I suspect that teachers would vary widely in that respect. But students carry on this process anyway. Go outside with the children after a classroom session and you'll hear "evaluation-criticism" going on. It is often irresponsible and thoughtless griping, but a teacher who wants to make this function more responsible should try to build a climate in the group in which children can talk freely there about the way things are going.

Horwitz: How would you distinguish, Ken, between responsible and irresponsible griping?

Benne: I would say it's irresponsible if not directed toward a thoughtful change in the conditions found unsatisfactory. It becomes responsible only as it is directed deliberately toward planning some change in the conditions.

Barnes: Another way of looking at it is that without feelings of dissatisfaction and criticism there is probably no learning involved. Responsible griping leads to solution of the difficulty with resultant learning on the part of group members.

Horwitz: We might also emphasize the relation of the individual to the group in this process of responsible criticism. A child might say, "I didn't like what

was going on," for individual reasons and be thoughtful about suggesting changes agreeable to him. I would take that to be irresponsible unless the child went further and said (not in these words, but with this idea), "The following way of doing things would have satisfied the others better too. If the rest of us don't agree, we can achieve some sort of compromise."

Benne: Every gripe may not lead to constructive change because it may be an idiosyncratic gripe. But the skills of finding out that it is not a general feeling and of gauging more accurately the feeling of others is probably part of learning responsibility in evaluation.

Horwitz: Isn't more involved here than having a skilled and sensitive spokesman for the group? Not all needs present in the group are group needs, and it would be desirable for the group to be able to deal constructively with the idiosyncratic needs of its individual members. Also often needs are not capable of neat formulation by an evaluator-critic. Here we would want a social atmosphere in which individuals would feel free to engage in exploratory behavior in the group to find out what a member's needs really are. The problem in this instance is not so much one of having correct roles, but having a social situation in which members can work out frustrations and feelings of compulsion without defensiveness.

Lazar: Of course, criticism by the students may be directed toward something the teacher is required to do. And the classroom group, including the teacher, doesn't have the authority to change it.

Barnes: Doesn't that suggest another role which a group needs—that of *harmonizing*, perhaps compromising, two sets of expectations and demands?

Benne: Yes, and we shouldn't underestimate children's ability to take the role of the teacher where she must enforce the rules of the school system or the community—in effect saying, "She can't help it, after all. Let's find something to do that we can do and want to do." As their maturity increases, the teacher would want to see more children able to play that role in the group.

James W. Weir

"Little Mother"

Barnes: Even young children can play this role, Ken. I'm thinking of one three-year-old who often assigns his role, the child, to daddy and daddy's role to himself and proceeds to give "daddy" a spanking. This, he explains, is something "daddy" has to do at times.

Benne: So far the roles we have talked about have been pretty much of one kind—roles necessary in a group in planning and evaluating an activity, in defining, carrying through, and evaluating a task, or, more generally, in problem solving. All these roles may be

called *group task roles*. And there are others we haven't discussed here—the information giver, the summarizer, and so on. Isn't there another kind of group role that we should pay some attention to? Entirely apart from particular tasks, the group needs contributions which establish the common feeling that *we* belong together, which help meet problems of morale, which settle differences in interpersonal relations. These we may call *group building and maintenance roles*.[1]

Barnes: Wouldn't the *tension reliever role* fit in here? There have been strongly emotional differences in the group. A child will come out with a humorous remark. There is general laughter, the tension is relieved, and the whole group feels more together again. Didn't the child supply a role here, assume a responsibility, needed by the group, although it isn't pointed directly toward getting a task defined or evaluated?

Lazar: Another role might be the harmonizing of emotional differences between parts of the group. This comes close to the little mother or little father role we see in children's groups, doesn't it? Johnny gets hit by Billy so Mary comforts Johnny.

Barnes: Yes, Irv, provided it affects the group and its *common* feelings. But I'd like again to point out the special responsibility of the school in teaching with respect to these roles. The job is to help youngsters recognize emotional tension for what it is, recognize how it affects people and groups, and adjust their behavior effectively to the reduction of the tension. It is not enough for them to go automatically into the *little father* role, whatever the effects of the role on the emotional tension in the group.[2]

Horwitz: You're reminding us again, Fred, that it isn't enough for teachers to set things up so that children (within the range of their ability), as well as the teacher, will supply these roles. It is also important to help children learn when and how better to perform the roles. . . .

Benne: I'm afraid we have exhausted our time if not our subject. I hope we haven't given the impression that all the answers to the problems of developing responsibility in schools are now available. Research on group membership does suggest some promising answers. But the evaluated experience of classroom teachers is needed to find what research findings mean for teaching and learning. I hope some of the leads suggested by our conversation will help experimentally minded teachers to add to our working knowledge about the teaching of responsibility.

[1] For a fuller discussion of group member roles, see Benne, Kenneth D. and Sheats, Paul, "Functional Roles of Group Members," **Journal of Social Issues**, Vol. IV, No. 2, 1948. Pp. 41-49.

[2] Other group building and maintenance roles not discussed here include: "the expediter," "the standard setter," "the group observer" and "the follower."

WHAT THE BEST AND WISEST PARENT WANTS FOR HIS OWN CHILD, that must the community want for all of its children.—JOHN DEWEY.

By CASSIE MOORMAN and MILDRED V. JONES

An Adventure into Responsibility

When teachers set out to explore the nature of responsibility as it exists among their pupils, they learn a great many things about where it can be found, how it grows, and the school's part in encouraging it. Their discoveries are related here by Cassie Moorman and Mildred V. Jones, Tefft Elementary School, Springfield, Missouri.

"I WONDER," ASKED A TROUBLED teacher, "how old a child has to be before he can be expected to assume a little responsibility. Yesterday," she continued, "Jim lost his ball cap. This morning he took up ten minutes of our class time and at least fifteen minutes more of his own time, looking for the thing. Not that that wasn't enough, his mother called me on the phone and talked fully five minutes about it. Wouldn't you think a ten-year-old boy would have learned how to hang on to his belongings!"

"Well, that is an everyday occurrence with me," consoled the primary teacher. "Of course we don't expect six-year-olds to be very responsible. I agree with you, though; I certainly think a ten-year-old should have acquired some responsibility."

"I wonder if responsibility is a thing that develops only with age," added another.

"For that matter," suggested an intermediate teacher, "think of all the adults who are failing day by day to accept, or even to recognize, their responsibilities as everyday citizens. Is it that we in the field of education are failing? *Is it the job of the school to teach responsible action?*"

This conversation took place two years ago. Today our staff is convinced that it is definitely the job of the school to help children develop in responsible behavior. Two years of intensive study by our staff has led us to some important conclusions about the development of responsibility in children.

Our study consisted of planned observing, recording, testing, discussing, re-testing and interpreting the behaviors of children we observed in our school.

How Responsibility Grows

All data collected (more than two hundred samples) pointed toward the following:

1. *There does not exist a close relationship between a child's chronological age and his responsible action.* We found it to be a fact that many six-year-olds act in as responsible a manner as do many eleven-year-olds.

Many younger children are as capable as older ones of acting in reference to large numbers of persons; of dealing in abstractions as well as with concrete objects; of carrying on a job rather complex in nature; of working toward a goal, the attainment of which may be remote; of carrying on activities requiring a long time for completion; and of acting when the results of their acts are of an altruistic nature as well as being individually rewarding.

The following example is only one of many bearing out this finding:

A first-grade group had discussed games appropriate for indoor play periods. On seven successive evenings, Tillie, aged six, cut out animal pictures.

These, she brought to school, presented to the class, explained the rules of a game she made up, showed the group where the game equipment would be kept, and invited all to use it. No one had suggested that such an activity be undertaken.

Here a very young child performed a self-initiated act very complex in nature, requiring seven days for completion, and dealing in abstract planning and executing as well as with concrete objects. The reward was altruistic since she extended an invitation to all to use and enjoy the game. In the teacher's opinion, the reward was also direct because Tillie enjoys such activity and appreciates teacher and class approval. Her act directly affected the thirty-two children in her group.

2. *In every age group a wide range of responsible action will be found.* This action will vary from a very low degree to a very high degree of responsibility.

In the third grade the sun shone on a row of desks. One boy worked away, squinting at his paper. A second child moved his desk out of the range of sunshine. A third child went to the windows and lowered the shades until each desk was shaded. The first child recognized no responsibility at all; the second boy saw responsibility to himself only; the third child recognized, and responded to, a responsibility to both himself and others.

Here was an illustration of a range within the same age group. The goal was immediate, the act dealt in both concrete and abstract, the time for completion was short, the result affected from no one to eight persons, and the motive ranged from selfish to altruistic.

3. *The greater number of decisions made by the teacher, the fewer suggestions will be made by the children,* and conversely, the more decisions made by the children, the more responsibility the children will accept for making suggestions and decisions.

4. *The ratio between suggestions and decisions made by the teacher and those made by the children is not materially different in various types of situations.* The situations tested included individual free time, academic work, play, activities involving only the group doing the planning, and activities involving a group beyond their own.

When the School Takes a Hand

Consideration of these findings convinced us that the development of responsibility is certainly the business of the school. Further, these findings led us to re-examine our classroom procedures to determine to what extent we actually were contributing to or encouraging responsible behavior of children. We found a number of implications for classroom procedures that seemed important to us.

Since a range of responsible behavior is to be expected within each age group, we must consciously provide many opportunities for children to work with groups of varying sizes, to handle both concrete objects and to deal with abstract ideas, to participate in situations in which the time element varies from short to long duration, to experience activities of different degrees of complexity, to engage in work that has direct as well as indirect consequences to self, and/or to others.

Because children of all age levels are capable of exercising varying degrees of responsibility, the teacher must learn to expect and recognize these abilities and capabilities and must help the child to develop from whatever point she finds him.

The role which a teacher plays in a group is an important factor in children's feeling of responsibility toward suggestions and decisions. Therefore she should strive to create a permissive atmosphere within the classroom in order that children may recognize and accept responsibility.

Since the type of situation in which planning took place did not affect the ratio between children's and teacher's suggestions and decisions for action, it is to be assumed that, given the opportunity, children will accept the responsibility for planning situations within the scope of their experience and on the level of their understanding. Teachers should see to it that such opportunities are provided.

Teachers Go After Answers

These findings and implications resulted from our staff's working as a group, carefully thinking through each step of the study. We often found ourselves bogged down by lack of common understanding. When this happened we talked through our difficulties until common consent was reached.

Our own supervisory staff and the consultant service of the Horace Mann Lincoln School of Experimentation, Columbia University, New York, served as resource leaders, giving us valuable help in planning and evaluating procedures.

Our teachers made individual observations in their own classrooms. This called for the recording teacher to be also the leader of the discussion group. Then we formed groups and observed each other. When this technique was used, the teacher whose group was being observed did no recording. At the close of these sessions the observing teachers compared observation recordings.

When there was approximately ninety percent agreement among the recordings, we felt we were thinking alike. We took tape recordings of discussions for study by the staff in order to arrive further at common agreements and understandings. We set up category charts and collected and checked illustrations of responsible actions observed. We filed anecdotal records.

We checked and re-checked, tested and re-tested. We kept running accounts and made final reports on the study. However, the "paper work" was held to a minimum; only pertinent data was filed. We felt the real outcome would be the evidence of our changed attitude toward responsibility as expressed in improved classroom procedures.

We have gained much because of this study. "Responsibility" has lost its elusive quality and has become as tangible to us as the Three R's or science. We believe this kind of study can best be done by classroom teachers because, in the last analysis, the job of helping children to become responsible individuals rests largely in the hands of teachers. The teacher, herself, grows in ability to recognize factors that contribute to or hinder the well-being of her pupils.

If you are willing to risk an adventure into your own mind and into the lives of your children, we recommend a study such as this. Often frustrations will seem insurmountable, but you will gain a satisfaction that is distinctly your own. You will increase in perceiving the value of helping children talk out their difficulties because you have seen the value in talking out yours.

For us, never again can we lightly pass over situations concerning children by thoughtlessly remarking, "After all, what can you expect from a six-year-old?"

READING

The best way to learn about children is to study the children themselves. On the basis of our observations, we gain greater understanding and discover more effective ways of working with boys and girls. Vivian Johnson is field supervisor of student teaching at Western Washington College of Education, Bellingham, Washington.

As we take a quick look about, we see teachers studying children more closely. There is a feeling of a greater need for more understanding and know-how to help children who are growing up in this uncertain age.

We are learning that we have only made a beginning in applying the fund of research about children and how they learn, and we realize that we must know more than we do now about how to use the material. We are learning to gather data and to look for underlying causes before coming to conclusions as how best to help a child. We are learning that we can help children by freeing them from tensions, by creating a wholesome environment, and by helping them to accept themselves and others with whom they work.

We no longer look at children with behavior problems as individuals *who will to* respond in the way that they do, but as individuals who live and work in the only way that they know how. We have less and less of the tendency to search for remedial devices as cure-alls for questionable behavior, and we show more understanding of the importance of accepting the child as he is.

Guidance in Group Living

Planning for children is important in creating an opportunity for them to try out their learnings. Children learn to share when a situation is set up which requires sharing, and they learn to take turns when turns are needed to get things done.

A work period, where materials and equipment are being shared with others working at the same time, is a good time for developing good work habits and social attitudes. There is less "talking about" and "more doing" in an actual situation with tools and equipment, than in a discussion period where mere verbalization may be going on.

Time Out To Observe

The real test of growth comes when children carry on alone. How much of the cooperative living that we try to instill do children use when on their own? If they have had a part in making plans and decisions, they usually make use of them. Children need guidance in learning the difference between helpfulness and interference in working with an individual. This incident was observed during a work period:

> Two children were beginning work which required use of aprons. As both children reached for aprons one said, "You take an old apron if you are going to use oil paints."
>
> "What?" asked the other with a scowl.
>
> The suggestion was repeated again. At first the child hesitated, then reached for an old apron and swung into his work.

Through observing children at work in informal situations, one teacher relates that he is gaining insight into how they learn to manage their own affairs, and how they solve their particular problems.

> In a group activity children were making pictures of themselves. They asked each other for help and received suggestions from

By VIVIAN JOHNSON

THE SIGNS

each other as to how to secure good body proportions for their drawings. Pupils stopped work for a moment to help one another or to share their findings with other persons. Some children were assuming certain kinds of responsibility for the whole group, such as one girl who took it upon herself to keep fresh paint ready for use, and another who mixed up new colors as they were needed.

Timing Your Help

Sometimes a teacher steps in to determine an issue. Listening to discussions and observing the direction the action is taking are essential in realizing when to interfere. Peer approval or disapproval often carries great weight and is a forceful way of helping a pupil size up his own actions.

The rehearsal of a play was in progress. Joe, who had the leading role as king, went haphazardly through his part, speaking his lines almost inaudibly in a sing-song fashion,

Mary: Come on, do it *right.*

George: Sally missed her cue because *you* didn't speak out!

Bill: Say what you are supposed to.

Joe: I did say what I was supposed to.

George: Well, you didn't say it so you could be heard.

The play continued with Joe mumbling his part. At this point the teacher stepped in: "We don't have time for this sort of thing. You will need to do your part the very best that you know how, or we'll have to get someone to take your part."

Joe: Very well! Get someone to be the king!

Bill: You don't care how the others feel.

Mary: Just because you are mad you didn't have to go and ruin the play. You are acting in a selfish way.

Dick, who was acting as stage manager, volunteered to take the part. Joe began studying a map but kept his attention on the group. Dick stepped into the role as king, injecting into the play a different characterization, much to the delight of the group.

After the rehearsal Joe informed the group by way of a pal that he would do his part well if he could have it back. The proposition was put to the class and they agreed, on the condition that he do his part the very best that he knew how. The teacher noted that Joe not only did his part well, but that he changed his characterization of king.

Learning To Plan Takes Time

Learning to plan with children is not a procedure easy to accomplish. When I first began planning with the children how they might use their time at play, I found that I asked them for game suggestions but that I made most of the decisions myself. When I stayed out of their games, they did not seem to be able to play well. This started me wondering about my own planning with children.

As we began planning together we discussed:

Play space for good and bad weather, indoor games, outdoor games, skills to be developed, balance and variety of play period, rotation of "it" turns, rotation of "record keepers" turns, responsibility of leaders, responsibility of players, work of committees.

As this type of planning proceeded gradually, the children began to improve in their cooperation. As records were reviewed from time to time, the children determined the new activities they should take on. They worked on committees and helped manage discipline problems. Toward the end of the year, they could manage longer and longer periods by themselves.

Role Play As Planning

A situation repeatedly arising on our play field gave rise to a problem.

On several occasions when we were finishing up our game period, the next

class would come onto the playground. Several of our boys would break from the game and rush to the new class and try to keep them off the playground, shouting: "It is not your turn yet." "Stay off until we are through." The other boys would refuse to be pushed back and they shouted: "It is, too." "You get off." The whole practice became a disruptive procedure.

One day when we got back to our room, we decided to talk over the matter. It was decided to play out the situation. The roles were played three times, each time bringing out new suggestions. The children decided that acting it out was so helpful to them that they wanted to present their play for the class infringing on their play period. This they did and with good result.

Tape Recordings for a Second Look

Evaluation in terms of planning for next steps is many times a laborious process for little children. It comes after the energy has been expended for the real activity and the evaluation takes on the appearance of an aftermath. Yet, taking a look at a performance is an important step toward making progress and it must be done from time to time.

Group discussion of an activity is one way, role playing is another, and the use of the recorder is still another. The latter brings before the children their experience at a time when they are not tired, for it can be played the next day or even at a later time when the next steps are ready to be laid down. A student teacher recorded the evaluation of a fourth grade to be used in planning other activities:

Clara: May I say that I didn't like it?

Teacher: Yes, you may say what you think. What exactly was it that you didn't like?

Clara: The words were too big and hard. I didn't like the reading.

Teacher: I wonder if, at another time, we could find something to read that you might enjoy.

James: I liked it. I found out something I didn't know, like Byrd making an expedition to Antarctica.

Ann: I liked it. We all read different books, and then we told what we found out.

Jean: When I was writing down the things that the children were telling me, they were standing around and hanging over me. It was hard to write with everyone standing around.

Teacher: Another time, would you have a suggestion as to how this situation might be corrected so that the writing could be made easier for the one doing it?

Jean: We could wait our turns. Keep busy with something else until it was our turn. We could quit talking while she was writing. That would help.

Learning on the job is an essential factor of teaching today. Through group meetings and consultant help, we are all sharing our findings and learning how to use new techniques. Every agency which might have some knowledge of the child, his family, and his community is pressed into service.

THE TEACHER GUIDES THE PUPIL BUT AVOIDS BUILDING RELIANCE ON him by the pupil, for the teacher's real aim is to make himself progressively unnecessary.—WILLIAM H. KILPATRICK, ACEI *Study Conference, Asheville, North Carolina.*

By DOROTHY J. WELCH

Learning To Be Part of a Group--- *The Teacher Helps*

Dorothy J. Welch, director of curriculum, Bellflower Public Schools, California, discusses the complex task of helping children to develop responsibility as members of groups. The author draws upon actual experiences to show us how teachers have worked toward this end and to indicate the child's response to teacher guidance.

HELPING CHILDREN BECOME RESPONsible group members is a big job and one that cannot easily be broken down into clearly defined, logical steps. Part of the difficulty encountered in defining the teaching of responsibility is due to the fact that oftentimes a procedure or technique that seems effective for one teacher or one group of children may not be so for another teacher or another class. Circumstances can never be exactly the same for any two classroom situations, nor can any two teachers be expected to work in exactly the same way.

Many teachers do seem to have a great deal of success in teaching their children to assume responsibility in the various groups of which they are members. What do those teachers do to develop responsibility? Watching them at work in their classrooms is one good way of finding out.

With that thought in mind, the following illustrations of actual classroom work are given. All show ways by which alert teachers have capitalized on opportunities growing out of everyday school happenings.

Clean-Up Periods Help Everyone

The teacher suggests a reason for cleaning up. At the end of a kindergarten free work period, the teacher reminded the children that they should put their materials away so that there would be room for other activities. As the children started to clean up, the teacher went from group to group, helping some who seemed to need help and suggesting by her comments and questions that putting things away was partly a matter of thinking of the convenience of others.

The teacher comments. "If you put the blocks away, the next children who want to use them will know just where to look."

The teacher questions. "If you think you'll need your store again later, could we push it back against the wall? Otherwise there won't be room for the second-grade children when they come in to sing with us. Could you pick up the little bits of clay that fell on the floor. Then no one will get clay on his shoes."

Children Teach Each Other

Members of a first-grade class were happy one day to have the science consultant come to advise them about putting lights in their playhouse. The children sat on the rug around Mr. Clay, and were especially interested in the things he brought with him to show them.

One boy kept getting upon his knees to see, and each time he did so someone behind him pulled him down or told him

to sit down. Finally a boy in the back row explained, "Billy, we can't see when you do that." Billy looked around, and then with a sigh moved to another place on the rug where he would have no one behind him.

The teacher lets the children handle the situation. The teacher said nothing to Billy or to the other boy, though she was well aware of what was happening. She felt that pressure from the group would help Billy to see that he must respect the rights of others. In this case, letting Billy learn from his classmates seemed effective.

Children Consider Group Attitudes

The teacher asks for clarification. One morning at the beginning of a second-grade planning period, the teacher told the children that a few minutes earlier she had overheard someone say, "You're not supposed to draw on yellow paper unless it's an Easter picture." She said that she had not realized that was true and wondered what the class thought about it.

The teacher listens. Some of the children agreed with the decision about the use of construction paper, but almost half of them did not. In the course of the discussion, the children who were using construction paper for drawings showed the others what they were doing and gave their reasons for their choice.

The teacher helps list factors involved. After a fairly general class discussion, children and teacher listed several factors that were involved in using construction paper and ordinary drawing paper. These included the fact that the heavier paper was better for some jobs than the lighter paper, and the fact that using construction paper for everything might mean that there would be none later in the year.

The teacher suggests the advisability of making a decision. The teacher summarized the points and asked what should be done.

The teacher encourages flexibility. When one girl remarked that she had a special reason for wanting to use colored paper, the teacher asked if there were others who felt that way.

There were several. After further discussion the class agreed that each child was to make his own decision if the problem came up for him, but that he should try to remember the points they had just talked about.

Responsibilities to Each Other

On another day in the same second grade, the teacher noticed that one of the girls was having difficulty getting someone to help her. In the few minutes before school started, Janet tried to get another child to join her in planning a play she wanted to give later in the day.

She went to several children who refused because they were doing other things. Mary answered, "No, not now," but really meant, "No," since Janet wanted to plan the play during the noon hour. Claire was painting a picture, but when she saw that no one would work with Janet she put her brush down, and said, "I'll help you, Janet."

The teacher suggests a discussion. When the children came together for a room meeting, the teacher related the above incident to the class. She was careful not to blame anyone by the tone of her voice or the words she used, and suggested that they discuss what had happened.

The teacher is sensitive to the children's point of view but also points out reciprocal responsibilities. Most of the children felt that Claire had been kind

and thoughtful in stopping her work to help plan the play, but said that they themselves had things of their own they wanted to do. The teacher understood their point of view and said that she thought they were right in making their own decisions according to their plans.

However, she suggested that if they wanted other children to work with them on the things they wanted to do, they must be prepared to work occasionally on the projects of others.

The teacher helped the children see that the reason Janet gave so many plays was that she wanted to learn all she could about plays and acting. While respecting Janet's purpose, the teacher suggested that perhaps Janet should try to develop other hobbies. She said she thought Janet might enjoy doing different things and that she was sure the other children would like to cooperate with Janet in the other activities.

At the end of the discussion, the children seemed to understand that each child would be expected to make his own decision after considering some of the points brought out in the discussion.

Pointing Out Responsibilities

The teacher reminds the children of a responsibility, yet encourages discussion. One day five third-grade boys said at the beginning of a free work period that they were going to the alcove at the end of the hall to practice a play about robbers. The teacher asked them to sit down and tell her about it before they went. Since the play promised to be very exciting, she reminded the boys of the school rule about not disturbing other classes.

"Oh, we'll be quiet!" they assured her.

"But, boys, let's be sensible. How can five boys pretend to be robbers and still be quiet? It doesn't sound right to me."

However, the ensuing conversation indicated that the boys would try to keep their voices down and that they were fully aware of their responsibility. They said they knew that no one in their class would be able to use the alcove if they abused the privilege, and they assured the teacher they would be careful.

The teacher lets the boys decide. Feeling that the discussion had served to point up the responsibility the boys had to respect the rights of other classes, as well as to help preserve the privileges of the others in their own class, the teacher agreed that the boys might continue their plans. Developments proved this to be the right decision, for the practice proceeded smoothly and without undue confusion.

Understanding Group Needs

The teacher insists on a good work atmosphere. One day a group of third-grade children were asked by the teacher to get out pencil and paper for a written spelling lesson. Most of the children were ready in a few minutes, but two of the boys couldn't seem to get things put away. Finally the teacher asked the boys to go to the reading corner or to some other part of the room where they could stay without disturbing the others in the group.

The teacher shows understanding, while safeguarding the rights of all. The teacher used a very pleasant tone of voice which gave no hint of annoyance. Because she wanted the boys to understand her point of view, she was careful to explain that she didn't mind their not being ready to work with others. She said that she knew that everyone might not want to do the same thing at the same time.

However, she told the boys that this was a special spelling work time for

the class and that she couldn't let the boys waste the time of the other children.

Everyone seemed to accept and understand the teacher's explanation. The two boys went to the back of the room, where they were not entirely quiet but where they did not disturb the spelling lesson. One of the boys said later, "That was fair. I'll come in early tomorrow and do the spelling."

Accepting Group Responsibilities

Every morning the children in one school listened to a fifteen-minute program broadcast over their public address system. The programs were presented by children from various classrooms under the direction of a radio committee composed of two children from each room. Periodically the radio committee members asked their classmates for help in evaluating the programs.

The teacher encourages children to conduct meetings. One morning the evaluation in a fourth-grade room was concerned with the second installment of *Ali Baba and the Forty Thieves,* given by a group of sixth-grade children. According to previous plans, the committee representatives took charge of the evaluation period and asked for class discussion before the program was rated. The children said that the voices had been hard to understand, especially at first, and that the pauses were too long. After everyone who wished to talk had had a chance to do so, the boy in charge asked for a vote on the rating.

The teacher enters the discussion, encouraging constructive suggestions. When the vote proved to be "fair," the teacher commented that the class had rated the program "very good" the week before, but, as brought out in their discussion, there were reasons for the drop in popularity. She suggested that the children give concrete suggestions for improvement to the radio committee members.

Accordingly, the children recommended that the boys and girls who were presenting the program be asked to speak more clearly and to know their story well enough to permit reading it without pauses.

Signs of Progress

The teachers of the above groups seemed to use many techniques and ways of working in helping their children to develop group member responsibility. While the methods used by the various teachers differed according to the needs of the individuals concerned, there were several ways of working that seemed common to all.

The teachers were always alert to the possibilities in situations and provided many opportunities for learning effective ways of handling responsibilities. They discussed situations with children, listening to what the boys and girls had to say and helping them to see for themselves how individual actions affect groups. They encouraged children to find out and understand the point of view of others.

They accepted their own responsibilities as the mature members of the groups, trying by their actions to demonstrate effective ways of operating in groups. In these instances, the teachers' ways of working seemed effective, for the actions of the children indicated that progress was being made in the development of group member responsibility.

By ROBERT SOWERS and JOSEPH S. PRESTON

Doing for Others--Story of a Crane

When children lose themselves in a group project, they fall naturally into roles where they are both useful and happy. They learn the joys of doing things for others, while also growing as individuals. Both the authors were formerly on the staff of the Agnes Russell Center, Teachers College, Columbia University—the school where the story of the crane took place. Robert Sowers is now in London on a Fulbright Scholarship. Joseph S. Preston is currently a teacher in Bronxville, New York.

Our Crane
We got the crane.
We play in it.
We painted it.

YES, JOHNNY GOT THE CRANE AND SO did the rest of his classmates who were the five- and six-year-olds in our school. This is the story of how they got their crane.

The younger children in our school were in need of big, rugged playthings. Our older children had the perpetual urge to build something. One member of our staff suggested that the older ones, a class of nine- and ten-year-olds, could build a large model of a movable crane for the younger children. It seemed a good idea.

Building, manipulating, engineering are a tremendous adventure for children, where ideas are not just ideas but things as well—things that can be touched, tried out, worked on. The idea of sharing, of doing for others, is sometimes a difficult one. Here was a chance to make doing for others fun!

Before the Building Started

Two members of the staff drew up sketches and made a model of the proposed crane. They brought them to the teacher of the nine- and ten-year-olds. As they were discussing the crane several of the children overheard the idea and immediately started asking questions and telling other members of the group. The enthusiasm grew at once and the idea spread quickly. We then talked over the whole plan with the group.

The children all wanted to build the crane at once. Here was a chance to use the new tools they had recently bought for their classroom. Also, several children had brothers, sisters, and friends in the younger groups and knew they would be delighted to have a "real crane" that would move about and lift things.

It was suggested that we find out if any of the younger groups would like to have us build them a crane. We went to see a group of five- and six-year-olds to ask if they would like the crane. They were excited over the prospect and seemed impressed that the older children would build them something.

When the lumber arrived, everybody wanted to build. But how could all of the children work at once? The group suggested several possibilities. The two considered most feasible were: (1) three persons could work at a time, letting others work in turn until everyone had had the chance to help; or (2) the class would break up into small committees,

Learning to use an electric drill.

each committee being responsible for the construction of a certain part of the crane.

The latter plan proved the more popular when a vote was taken, and the following four committees were chosen: wheel and bottom; sides; boom; top and ladder. The children thought that this method of building would work better because everyone would be working at the same time, and the noise would all be made at once.

When Hammers Began To Pound

A small-scale model of the crane was constructed so that everyone, even five- and six-year-olds would have a clear idea of the ultimate goal. The teachers soon realized that the building of a crane contained another value besides doing for others—that of doing for one's self. There were many jobs to be done, some of them not particularly exciting in themselves.

As the committees started to build, they found that they were not separate units but very much dependent on each other. This was discovered during discussion in regard to the use of the tools. Since these were limited in number, the children decided that the committee which needed a tool the most would have the use of it. If the bottom committee could do no more work until it got a certain tool and the boom committee was using it, the latter would give it up. This worked very well.

The groups found that they were helping others when they showed each other how to use the tools. They found that there were many different kinds of tools such as saws, hammers, chisels, brace and bit, electric drill, and sander and that all of these were easy to use when handled properly.

The group was having its first real experience in building from an actual scale model. With the model, the children could see their goal. The interest in measurement and scales carried over into other subjects such as map-reading, map-making, and arithmetic. Also the interest brought forth discussions about all types of models such as airplanes, boats, and buildings.

At each phase, conferences were held with the younger children so that the builders could explain what they had been doing and could answer questions about how the crane was progressing. In these meetings the younger ones found an active role in being the "yardsticks"; the crane was being built for them, and as it began to take shape everyone could see where the various parts were too big or too small or just right for five- and six-year-olds.

Sharing of knowledge was fun. Every

child, whether in the younger or older group, was eager to explain some newly gained insight to his fellows. The bottom committee explained that one inch on the model meant one foot of lumber was needed. The children then measured and cut the lumber. They explained how they had drilled the holes, bolted the casters on the bottom, and had glued and nailed it together.

The side committee told how it had measured and cut the sides. The boom committee showed how the boom had been cut. The committees then held all their pieces together so the younger children could really see how the crane was progressing.

A "Technical Challenge"

There was "real machinery" to be learned about, a block, a pulley, and the rigging, new to all—even to the teachers. We had all been sidewalk superintendents at some time or another where construction was going on. But now we were beginning to understand how the different wheels, pulleys, and cable worked. It was a lot of fun, through trial and error, to learn how a crane should be rigged.

When the time arrived to assemble and place the ladder, the group was called together for suggestions. There was a divided opinion as to whether the ladder should be placed on the side or the middle. The group decided that a teacher and two members of the ladder committee should take the model down to the younger children to ask them where they would like to have the ladder placed, for they were the ones who would use it.

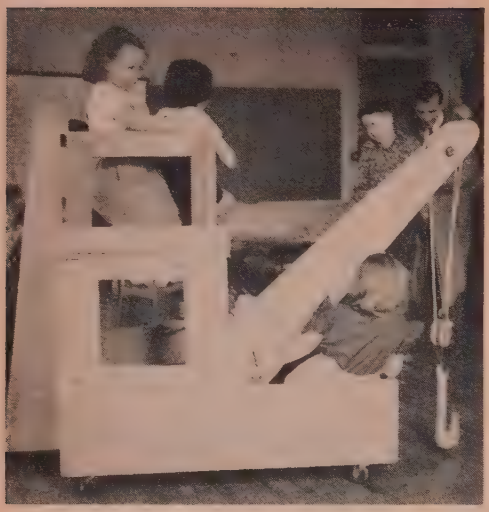
The five- and six-year-olds wanted the ladder on the back left side instead of the middle. They thought it looked more realistic and that there would be more room on top for the children to sit.

Assembling the crane.

The crane was a technical challenge wherein teachers and children found that cooperation was absolutely essential. The job could not have been done without each one's doing his part at the right time. The builders soon discovered how exciting it is to work together on a real job where cooperation pays dividends.

One of the biggest jobs, the installation of the boom into the body of the crane, was a graphic example. This was the dramatic point when the crane really began to become the crane, and every ounce of energy and attention went into bringing the big heavy pieces together properly and securely.

From the moment the crane began to take shape until it was finally completed, the lesson of doing for one's self and for others began to take on additional meaning. Fun as it was to try out the crane, everyone could see that it was necessary to keep on hammering and sawing and measuring until everything was finished. Furthermore, the younger children had



The finished crane.

been given a delivery time promise which was a deadline for the builders and had to be met. Consequently, important decisions about giving up the gym and the park had to be made so as to finish the job on hand.

A Job Well Done

At last the crane was completely assembled. The children found it necessary to spend a whole day sandpapering, for by this time the group appreciated the undesirability of getting splinters from the crane.

Several children wanted to paint it at once. But after a discussion, the group decided that this was one job the younger children could do and would like to do. The older boys and girls felt it would give the younger children more of a feeling that they had helped and that the crane really belonged to them.

The delivery day arrived, but before taking the crane to the five- and six-year-olds, the children wheeled the crane to every classroom in the school. They were so proud of their accomplishment that they wanted all to see it. The group was very much attached to the crane, and all took one last ride before taking it downstairs to the younger children.

When the crane was turned over to the five- and six-year-olds, their joy and enthusiasm was so great that the older children could not help feeling that their labors had been amply rewarded. Their craftsmanship also was demonstrated as the crane withstood the enthusiastic reception of about twenty young passengers at once.

After the initial excitement had worn off, the younger children began to discuss the possibilities of painting the crane. They decided to spend another day sandpapering it before they painted it. They discussed colors for the crane and finally decided upon gray, the "color of real cranes." The older children followed the progress of the painting. They never lost interest in the crane and in the younger children's playing with it.

The idea of building a crane had been a good one, for it had provided the younger children with some rugged play equipment and had given the older ones a challenging job to do. We all learned many things. We learned again that doing for others and sharing can be fun.

THUS A CHILD LEARNS; THROUGH AFFECTION, THROUGH LOVE, through patience, through understanding, through belonging, through doing, through being.—FRED MOFFITT.

Why Child Care Centers Are Successful in Philadelphia

THE CURRENT NATIONAL MOBILIZATION PROGRAM is again creating a need for child care centers to permit mothers to work in defense industries.

Most of the child care centers set up during World War II were closed after the war. By contrast, the Philadelphia child care centers have operated continuously since they were established eleven years ago. Today they are ready to supply an expanding vital community need.

This is a report on the child care centers in Philadelphia. It tells briefly what they are, what they do, how they do it, and why they have secured year after year an appropriation from the city government for more than half of their operating cost.

"Philadelphia's Child Care Centers had their origin in wartime necessity, but they have proved their worth, are a necessity in a modern industrialized society, and must be continued." That is the significant statement of the chairman of the Mayor's Committee on Child Care Centers after a careful investigation to determine whether the centers in Philadelphia should continue to receive city funds.

Many communities are facing or soon will face the need for establishing child care centers. Those concerned with children will find in this report on the Philadelphia centers inspiration and sound guidance in their efforts to provide similar extended school services in their own community.

What Are These Child Care Centers?

Today there are 13 child care centers operated under the Board of Public Education in Philadelphia. Present enrollment is about 1,110 children. This is an increase of more than 30% since April 1950, reflecting the growing employment of mothers due to mobilization.

The Philadelphia centers provide day care for children from 2½ to 12 years of age. They are open from 7 a.m. to 6 p.m., five days a week (6 days during the war) for twelve months of the year. They are closed on holidays observed by industry.

School-age children (6 to 12 years) are cared for before and after regular school hours during the school year, and from 7 a.m. to 6 p.m. when school is not in session. Pre-school children (2½ to 5 years) are cared for continuously from 7 a.m. to 6 p.m. Both a health and nutrition program and an education program are provided.

Health Program

Every possible safeguard is taken to assure health protection to each child enrolled. Before admission each child is given a complete physical examination, defects noted, and their correction encouraged. Vaccination and immunization against diphtheria are pre-admission requirements. Six month periodic check-ups are made. Daily morning inspection is made routinely by the admitting teacher.

The mid-day well-balanced cooked meal served at the center provides foods required for normal growth and development. Fruit juice and vitamin concentrates are served in the morning, and a snack of milk and crackers in the afternoon.

The daily program provides both indoor and outdoor activities, with alternating periods of active and quiet play to avoid over-stimulation. For pre-school children a short rest period on cots sometime during the morning, and a sleep period of two hours after lunch, are a part of the daily program.

Education Program

The education program is designed to afford safe, happy, growing-up experiences. The centers seek to give children the kinds of experiences through which to learn to live together in a friendly, relaxed atmosphere, to understand and enjoy each other, to share,

to work, to play cooperatively in groups of their peers, and to learn about the world in which they live.

The centers try to provide well-prepared teachers with a warm, sympathetic and sensitive understanding of children's needs at the various stages of development.

Interests and stage of development influence the choice and arrangement of materials and equipment used by the various age groups at these child care centers. The aim is to give the children ample opportunity through space and proper equipment to run, jump, climb, lift, push and pull in order to develop muscles and motor coordination.

There are blocks, tools, wood, paints, clay, sand and toys to stimulate creative activity and dramatic play; books and pictures for information and pleasure; and music to enjoy and through which to express themselves creatively.

Parent-Center Relationships

A close parent-center relationship is essential for the center to render its best service to both children and parents.

Teachers have opportunities to get acquainted with parents when they come to a center for the application interview, when they bring new children for visits before enrollment, when they bring and call for the children daily, and at the regularly scheduled conference times.

In all centers, parents are reminded to consult a special bulletin board on which menus, children's charts, and other items of interest are posted. Parent-teacher groups meet in the evenings to discuss problems relating to the children.

Parents are encouraged to participate in many of the projects in their centers. They often supply materials and repair equipment. For example, they helped locate, transport and process some of the materials used for a playhouse built by the children. In another project, a study of prehistoric animals, they took their children to libraries after school hours for study and research.

Typical Center

Ten of Philadelphia's thirteen centers are located in regular school buildings, one is in a low-cost housing development, and two are in neighborhood houses. Locating centers in or near industrial areas was found to be a mistake. Residential districts are better.

Conditions in most of the Philadelphia centers are good, but not ideal. In some centers there is inadequate space; outdoor play space is paved in most of the centers located in school buildings; in some situations rooms are located on different floors necessitating use of stairways; some of the lunch rooms are located in basements, with inadequate light and air. But despite these handicaps, the staffs carry on amazingly well.

In Philadelphia it was found that when a center is established to fill a neighborhood need, it requires from three to six months to fill its normal quota of children. Information about the center is given directly to neighborhood church and civic groups; news stories and pictures are supplied to neighborhood newspapers; hand bills reach parents through children in the schools; and eventually a waiting list is established.

Teacher-Children Ratios

Centers are organized to provide care for approximately 70 children, on the basis of 20 nursery, 25 kindergarten, and 25 school-age children. Ratio of teachers to children is one teacher to every nine or ten nursery children (2½ to 3½ years), one teacher to twelve or thirteen kindergarten children (4 and 5 year olds), and one teacher to every twenty-five school-age children (6 to 12 year olds).

Personnel

The staff of each child care center includes a head teacher, teachers, assistant teachers, a cook and an assistant cook. Hours are staggered to make a 40-hour work week. Qualifications, duties and salary range for the instructional personnel are:

Head Teacher—Qualifications: An approved college degree with a major in elementary or early childhood education plus at least three years in teaching or supervision. Duties: To supervise the health and education programs, to supervise and coordinate activities of all personnel assigned to the center including volunteers and students, to plan meals and supervise household management, and to maintain required records. Salary: $3,200 to $3,800.

Teacher—Qualifications: Graduation from an approved teacher training institution with a major in early childhood or elementary education. Duties: To provide a wholesome environment for children of the various age groups and to develop an adequate program suitable to the stage of development of the children assigned to her care. Salary: $2,400 to $3,200.

Assistant Teacher—Qualifications: Graduation from child care training course in a vocational school or graduation from high school with approved experience in a child care agency. Salary: $1,800 to $2,400.

Students and Volunteers—These include practice and student teachers from nearby schools of education, and college and high school students studying child care. Their work is assigned and closely supervised by head teachers. They serve without pay.

In-Service Training

In addition to regular meetings of the staff within each center, from time to time all teachers in the different groups (i.e., nursery, kindergarten, assistant teachers and school-age teachers), have their own regular meetings, planned by themselves, on the basis of their need for discussing problems common to the various groups in all centers.

For all staff members, workshops in fine and industrial arts, and in all types of indoor and outdoor games, crafts, trips and excursions are held periodically.

Evening courses of lectures given by outstanding leaders in the field of early childhood education from Philadelphia and other nearby educational centers, and informal discussion groups and panels, are regular features of the in-service training. Staff interest and attendance has been unusually high.

Policy-making

Policies and procedures are not imposed, but are established and continually revised on a very democratic basis at regular weekly meetings of the head teachers and the director. They are recorded in full in a very comprehensive manual containing a complete explanation of the purposes, policies and procedures for the centers, along with samples of all records and reports.

Admission to Centers

The Philadelphia centers offer day care for children from 2½ to 12 years of age whose mothers are working, or are seeking work (and find it within two weeks). Children are also admitted from families in which members work at night and cannot get sufficient rest during the day because of the children.

When a parent comes to a center to make inquiry or application, the head teacher shows her through the center and explains briefly the set-up and program.

The parent is then interviewed at length; the requirements (eligibility, medical and financial) are explained. Mothers who never worked before are warned of the difficulties of separation, of undertaking to carry home responsibilities and a job outside the home at the same time, and of other adjustments that must be made.

Appointment is then made for formal application when the parent must bring all necessary information including proof of family income on which fees are based. Before actual enrollment, parents bring new children to the center for a preliminary visit. After enrollment the younger children spend only a part of each day at the center until they are fully adjusted to the new situation.

Escort Plan

Pre-school children must be brought to the center and called for each day by the parent or an authorized adult; if the latter, the parent must come to the center at least once a week.

Reasons for Using Service

A continuing survey of parents' reasons for using the Child Care Centers in Philadelphia shows the following:

One parent, sole support	47.6%
Father's income alone inadequate to meet high cost of living	27.1%
Irregular employment of father due to illness, disability, lack of work, etc.	6.2%
Temporary difficulties of various kinds—illness, financial, marital, etc.	19.1%

Because of these reasons the turnover of children in the centers is relatively high.

Fees Paid by Parents

The fee per child is based on family weekly income and the number in the family, with a reduction for the second and third child cared for.

The minimum for a family with income up to $30 is $2 per week for the first child and $1 per week for each additional child. For a family of 4 or 5, with income up to $55, the fee is $4 for the first child and $1 for each additional child. For families with income of $100 per week or more, the fee is $9 per week per child.

For school-age children when school is in session, the charges range from $2 to $6; when school is not in session the fee is the same as for a pre-school child.

Fees are payable in advance on Monday of each week; if not paid by Tuesday the child may be refused admittance. Hardship cases or unusual situations are adjusted.

Finances

Philadelphia's budget for Child Care Centers for 1951 includes a total of $356,000. Of this amount, about $135,000 will come from fees paid by parents, the balance from Council funds.

Operations in 1949 showed an average of 840 children in the centers. Total cost was about $7 per week per child, or a yearly cost of $364. Of this amount, parents paid 46% ($3.25 per week or $168 per year per child

on average). The City Council paid 54% ($3.75 per week or $196 per year per child).

Administration

A remarkable feature of the Philadelphia operation is the very low cost of administration. A director and an administrative staff of five or six operate all thirteen centers. As a consequence, the remaining staff of about 100 are working directly with the children.

Much of the credit for this situation is due to Miss Leah A. Gingrich, Director of the Philadelphia Child Care Centers. A former elementary school principal, she has been in charge of the centers since they were taken over by the Board of Public Education of the School District of Philadelphia in 1944.

Continuing Operation

Why have the Child Care Centers in Philadelphia been continued year after year, while so many in other communities have been closed?

First and outstanding is the fact that they have done and are doing a good job.

Second, the staff members are good teachers, wholeheartedly devoted to their jobs.

Third, the in-service training program: In a pioneering undertaking such as this, the continuing, unending search for better ways and means of doing the job has accomplished much.

Fourth, taking their cause to the public: The Philadelphia Parents Association for Child Care Centers has induced city officials, civic and religious leaders actually to visit the centers and see for themselves what is being done. Newspaper stories, interviews and editorials, giving the facts about and arguments for the continuation of the centers, have done much to arouse public support.

The Future

What's ahead for Philadelphia's Child Care Centers? If the recent increase of 30% in enrollment is an indication of what is to come, it is likely that the centers will be expanded considerably.

In such a situation Philadelphia is fortunate to have a going organization, sound, established purposes, policies and procedures, and an experienced staff as the nucleus for rapid, effective expansion.

As the Philadelphia Inquirer editorialized:

"Each year Philadelphia spends about $3,500,000 for the care of dependent and neglected children. It spends more for the care of delinquent children. The cost to the city of maintaining the child care centers for a year is about $200,000.

"Mothers, many of them widows whose economic status forces them to seek employment, carry one-third of the cost and are enabled to go about their work with the peace of mind that results from assurance that the activities of their youngsters are supervised.

"If the centers are closed the children they now care for will spend their days in the streets; ultimately some will become delinquents and hence wards of the city. Some of the mothers will have to give up their jobs and accept charity.

"Philadelphia should continue the centers, should make this sound investment in the maintenance of family life and the prevention of future juvenile delinquency."

Child Care in Your Community

Child care centers, if needed in your community, *can* be established and operated for the benefit of children—if they are organized on the right basis and do the job they can and should do. Proof of this is the fact that they have been and are now being so operated successfully in Philadelphia.

This article, written by Peter Becker, Jr., is the second in a series on *The Impact of Mobilization on Children.* The Association for Childhood Education International plans to present one such article each month in CHILDHOOD EDUCATION. Each will show what has been done or can be done to overcome the problems arising from the impact of mobilization on children in the schools, the communities and the homes of our country.

Single copies of this folder (with two additional pages picturing activities in the Philadelphia Child Care Centers) may be had without charge (quantity prices on request) by writing The Association for Childhood Education International, 1200 Fifteenth St., N.W., Washington 5, D.C.

By ALINE V. HIGGINS

We Declared War on Poison Ivy

Aline V. Higgins, an elementary-school teacher in Dumont, New Jersey, recounts an inspiring story of how fourth-graders undertook to solve a community problem. They sought solutions through well-planned cooperative effort and engineered their attack with enthusiasm and skill.

WHEN A TEACHER HAS WORKED WITH children for a year, trying to help them become a group whose individual members will be capable and responsible in taking joint action, it is gratifying to have their skills of cooperation put to the test. Once I had an unusually good opportunity to see what my fourth-grade children could do when it came to tackling a community problem.

It was a warm day, just about a week before school closed, and the children were extremely restless. I decided that a walk to find and identify poison ivy would be relaxing and highly educative as well, since we already had had several cases of ivy poisoning among the youngsters.

We were out about an hour, and I was privately shocked at the amount of the plant which we found. On the way back to school, one of the children commented that something should be done about all this poison ivy. This struck me as an excellent idea. We returned to our building just in time for dismissal; so discussion of the trip had to be postponed.

That evening I did a little studying on the subject of poison ivy and then began to think through some of the possibilities of this interest. Just to be on the safe side, I decided to be sure of official sanction before proceeding with any plans. Permission to go ahead was readily given when I made inquiry next morning.

When the children arrived, we opened the discussion by reviewing and evaluating the walk. The comment again was made that something should be done about the poison ivy.

Teacher: What do you mean? Who should do something about it?

Joseph: Well, everybody.

Teacher: Do you mean the adults, or the children, or who?

Billy: Well, *we* could make signs and put them where it is.

Paul: Yes, let's do that. We could say, DANGER. POISON IVY.

Richard: That's all right for the big kids who can read, but lots of little kids get poison ivy, too.

Bob: We could go out and kill it.

Pat: But what kills it?

Louis: My father sprays it.

Billy: What does he spray it with?

Louis: I don't know. Do you know, Miss Higgins?

Teacher: I don't know what your father uses, Louis, but there are several things that will work.

Paul: Wait a minute. Maybe it tells in the encyclopedia. (He went to the bookshelf and started looking.)

Kenneth: What about that garden book you had yesterday, Miss Higgins? Did you bring it today?

I handed the book to him, and he started reading aloud. There was silence for a minute, as the class digested what he had read, about 2-4D as an efficient spray. And then:

Bob: Who has a spray gun? (Several hands went up.)

Bob: We could bring money at noon time, and our spray guns, then we could buy the 2-4D and go do it this afternoon.

Richard: We couldn't because there's too much of it.

Paul: If we started right at 1 o'clock, we could.

Richard: No, we couldn't either. We only walked on one street, and look at all we saw, and there are lots of streets in Dumont.

Louis: There's some up my way.

Barbara: There's some where I live, too.

Joseph: The lot near my house is full of it.

Harold: Richard's right. We haven't got enough kids to go running all over town, and, besides, people would think we were silly.

Pat: Well, if we can't do that, what *can* we do?

Bob: Why don't we tell the people who own the lots to kill it?

Much approval, then:

Billy: But how do we know who owns all of the lots?

Mary Ellen: My father says the town owns the empty lots on our street.

Kenneth: We could put a big sign in the center of town.

Richard: The Mayor is boss of the town. Why don't we tell him?

Billy: No, he's not. It's the Mayor and Council.

Barbara: What's the Council?

I explained briefly how the town was governed and mentioned the Council meetings.

Richard: Well. we could tell all of them.

Pat: Maybe we could write them a letter.

Everyone favored this.

Teacher: If you write them a letter, what will you want to tell them?

Louis: Lots of kids have poison ivy, and they should kill it.

Harold: But we can't just say "lots of kids." We ought to tell them how many.

Billy: Miss Higgins. couldn't we go find out how many kids in the school had it?

Louis: My sister had to have the doctor.

Kenneth: So did my brother.

Harold: We could ask how many had it, and how many had the doctor.

This sounded good to all, and Eddie volunteered to make a chart to record results. Everyone helped him in listing the cases in our school, and he started off for his survey.

Teacher: While we're waiting for Eddie to return, let's see how we got where we are now. How did this discussion get started?

We then reviewed our steps from the very beginning. I helped the children retrace each original decision and the reasons for change, until we arrived back at our present stage of planning. Eddie returned with his completed chart and stated that he thought we should survey the other schools, too, because they were part of the town, also.

At this point, we decided to call the supervising principal to make sure it was all right for a class to write to the Mayor. This whole interest was moving faster than I had imagined, and I wanted to be sure we still had permission to proceed before the children went too far in their planning. The principal gave his approval, provided we keep the tone of the letter helpful and constructive. I then telephoned the other schools regarding the survey.

On my return to the class. the children told me that they had thought of another thing they could do: "We can make signs to put in the store windows to tell people to be careful."

It was nearing noon dismissal by this time; so we planned to have a committee write the letter in the afternoon, while the rest of us started our signs.

We Advance Our Attack

The children burst in at 1 o'clock and went right to work. There was much enthusiasm and sharing of ideas for both

the letter and the posters, but as the afternoon wore on the sign-painters became dissatisfied. Their pictures of poison ivy didn't look real. We finally solved this by setting up the opaque projector and projecting the pictures from my garden book on the wall. The children could then trace the leaves right onto their posters. The problem of lettering came up, and we took time for a lesson on printing and balance.

By the next afternoon (Friday), we had progressed to the point were we needed to know just how many empty lots were owned by the Borough, and a large committee was elected to go to the Borough Hall after school to study the town map. In the meantime, the letter was finished, and since I wanted the principal to see it before it was delivered, I promised to mail it.

By Monday committees had gotten actual prices and coverage of three types of weed-killers, which brought us to another problem. "How big is 100 square feet?" "How many square feet are there in a lot?"

Armed with a 100-foot rule which we borrowed from the janitor, we went out to the schoolyard and started measuring. With great precision, we marked off a lot 25 x 100. The children could hardly wait to get back to the room to start "figuring." The rest of the morning was spent doing problems based on the number of Borough-owned lots, the coverage of the weed-killers, and the approximate cost.

It was pointed out that not every lot was exactly 25 x 100, and neither was every square foot covered with poison ivy. We finally arrived at an estimated cost of destroying all poison ivy in town, compared with the estimated cost of medical care already administered, based on our survey. We finished up our posters, walked around town distributing them, and felt prepared to answer any and all questions the Council might put to us at the meeting, which we had decided to attend.

On Tuesday, I felt that we should again look backwards to evaluate our action. At a child's suggestion, we charted on our board a complete step-by-step progression. This worked particularly well. We rounded out the day by planning for the evening's business and arranging meeting places.

To date, we had spent four complete days on this experience, and the interest was still extremely high. The children had gained vast knowledges and were extremely well informed on every phase of the subject. I was truly proud of them.

We Appeal to the City Council

The Council meeting was set for 8 P.M. We were to meet at the center of town. At 6:30, two of the youngsters arrived at my home to see if I was ready. By 7, eleven children were camped on my front porch. Finally we started, joined the others and two parents, and entered the Council Hall.

The letter we had sent was read immediately. The Mayor explained why such a clean-up campaign was not feasible but asked the children for specific locations of poison ivy. One place mentioned by a child was the picnic area at the town swimming pool. After the Mayor thanked the children for their interest in this matter, we returned to our homes, leaving the Council to attend to other business.

The children felt that the city officials had not given their suggestions the serious consideration they deserved. The next day in school, indignation was still high. I smoothed down their ruffled

feathers as best I could. On Thursday their feelings were somewhat mollified when we received a letter from the Borough Clerk stating that he had notified the swimming pool authorities to rid their picnic areas of poison ivy. We also received write-ups in two newspapers, which helped.

The things that pleased me in all this were the readiness with which the children assumed responsibility for doing something about a problem of which they had become aware; the good judgment with which they evaluated one another's suggested solutions and the objective way in which comments were received; the way in which they turned to various sources of information without prompting from me; their desire to spread their concern to others in the community; their independence in going ahead to plan further steps while I was out telephoning.

We can't tell how mature our children are if we don't "give them their head."

Carlos Visits Another School

Carlos, a young third-grader, heard his teacher explaining to the class that she would be absent on the following day because she was going on a visit to another school to see how the children worked and played together in that school. Maybe she could learn things that would help her be a better teacher when she came back. She helped the children plan their next day's work because only a student would be left with them and they would have to be ready to help her because she didn't know any of them.

Then Carlos spoke up: "Don't you think I'd better go with you?" The implication was that he was liable to be a liability! Carlos is a rugged little soul whose expressiveness is a rare delight to me and his teacher but it takes a while for strangers to appreciate his ruggedness. His teacher told him she depended on him, especially, because the children would always follow his suggestions.

Carlos was unusually quiet the rest of the morning but by going home time he couldn't hold it any longer and went to his teacher and pled, "But I *want* to go with you. I want to see boys and girls and how they study in other schools too." His teacher and I decided if Carlos wanted to go on the observation he could.

Next day I asked him how he enjoyed the trip. He answered:

"All right."

"Was the school like ours?"

"No, it was lots bigger."

"Yes, I know, but did the children work the same as we do?"

"They had a lots bigger garden."

"Did the teachers teach the same way as we do here?"

He answered, "No. There all the kids are not happy. They just read and read and listen and don't talk. Here we can talk and are happy all the time."

After that conversation with Carlos, I rose up, again to greet the day with wings on my feet. At least he knows he is happy, and feels sympathy for others who are not.—DOREEN B. GAMBOA, *head, Department of Child Development, Manila, P. I.*

By HELEN E. BUCKLEY

Except for Michael

If it were not for youngsters like Michael, teachers would know a great deal less about boys and girls, writes Helen E. Buckley of the Campus School, State University of New York, State Teachers College, Oswego, New York. It is the brash, uncooperative child, the one completely lacking in group feeling, who teaches us to understand and accept all children and to discover better ways of working with them.

"EXCEPT FOR MICHAEL," I THOUGHT, stirring the yellow paint in preparation for the day ahead, "this group of fives would be such fun! Somehow, I don't feel strong enough for Michael today. Maybe he won't come!"

But my thoughts were interrupted just then by a familiar voice behind me. "Teacher," Michael was announcing, "I'm here!" Giving the green paint a final whirl, I took a deep breath and turned around to greet him. The day had begun.

It seems a long time ago now, and my attempts to handle Michael seem almost too clumsy to recall. Yet I know well that "except for Michael" I would not have made the discoveries in the understanding of children which I made that year. The courses I had taken in mental hygiene, in play therapy, in the psychology of individual differences, might have remained in the notebook phase, and all the lectures and discussion groups that I had attended might have been left on the verbal level—except for Michael.

Michael made the sentences I found in articles come alive. He challenged me to use every bit of knowledge and understanding of children I had or could acquire—and the going was slow. The gap between knowing and applying is so wide! Michael forced me to see the gap and to make beginnings in bridging it.

My First Michael

I remember so well my first Michael, peering up at me that day.

"How are you this morning, Michael?" I said, more cheerfully than I felt.

"I'm good, Teacher. I'm going to play with the blocks now," and Michael dropped his sweater on the floor and made for the block shelf.

I watched him go as I watched him every morning. It was always the same. He would pile the blocks very neatly and painstakingly against the open shelf and then prepare to wage war with anyone who approached. Very often he would pile them so high that they would sway precariously back and forth.

To my hopeful, "You won't let them fall, will you, Michael?" he would invariably reply, "Yes!" and clap his hands joyfully as the blocks toppled over with a resounding crash.

Then he would begin building them up again. If another child attempted to help him, or, even worse, tried to take some from him, up would go Michael's arm—loaded or unloaded with blocks. My usual, "We don't hit, do we Michael?" brought forth the word the

question had invited, "Yes!" and only prompt action on my part deterred him from carrying out his purpose.

Michael had a way of passing from one activity to another without finishing anything or attempting to put any of the materials away. One could follow his trail around the room through a maze of Tinker Toys, crayons, clay, puzzle pieces, and paint brushes. Sending him back to put things away was of no use. He just grew interested all over again in the activity to which he returned, leaving the current one forgotten in the middle of the floor.

The children attempted to help him, to play with him, but his erratic way of doing things, his quickness to hit, his consistency in going exactly opposite to the group as a whole, tended to alienate him from them.

"Teacher," he would announce as we were settling down to rest, "I'm going to shout now!" and without waiting for a reply he would proceed to do so—lustily.

After lunch we would hear an inelegant "Teacher, I'm going to burp now!" Or about 10 o'clock, "Teacher, I'm going home now!"

There was certainly no "groupness" as far as Michael was concerned. He liked music, but only when we complied with his wish to "do it all by myself!"

"Look, Teacher, I'm a horse!" he would shout, pushing all the other "horses" out of the way; or, "I want to sing now, Teacher. I want to sing all by myself!" At my attempts to include the group in his activity or song, he would leave the piano stamping his feet and shouting, "No, no, no! All by myself!"

Relations soon became strained between Michael and me. The more I urged, "Do it *this* way, Michael," or, "No Michael, we don't do that now!" the more frequent became Michael's announcements about shouting and hitting and going home, and the less and less often he would come of his own accord to group meetings.

Understanding Comes Gradually

Finally I decided that the time had come to do something about the situation. I began to go back through the notes I had accumulated in my education and psychology courses. Every place I came to the word "child" I substituted the word "Michael": "The child [Michael] must feel acceptance and belongingness," I read. "He must gain in self-respect by feeling that he is respected. . . . He must feel that he is a worthwhile person in his own right before he can become a cooperating member of a group."

Then I began to ask myself, "Does Michael feel worthwhile? Does he feel respected? Do I make him feel accepted as an individual?" The "no's" to these questions frightened me. In fact, it took some weeks even to ask these questions of myself and longer to face the answers.

When I began to ask myself, "Why?" I began to see myself as a teacher who was more concerned with establishing a smooth-running group than with the needs of the individuals in that group, a teacher who thought that a group was formed on the basis of being "acceptable" rather than "accepted." I seemed to be so concerned lest the principal or supervisor judge my worth as a teacher on the basis of "non-conformists"—the "Michaels"—that it became a matter of pride to "corral" them!

When Michael would be shouting, my first thought was not: "Why is he doing this—how can I help him?" but rather, "Oh dear, what if Miss Allen should walk in! *What* will she think?" But life

with my pulling one way and Michael pulling the other was unbearable—even my pride was worth the sacrifice!

I forced myself to recognize the fact that Michael would not and could not become a cooperating member of our group until he felt accepted as an individual; so I looked at Michael as if I had never seen him before.

I looked at him as a *person*—not as a child in, or out of, a group. I jotted down the things he said. I noted his actions—his relations with the other children. I even wrote out the things *I* said to him, and that in itself was a revelation to me. (In fact, in studying Michael I began to get a pretty good picture of myself as well!)

As my notes on Michael piled up—they were really "ancedotal records," but I didn't think to name them—I began to understand him a little better and to see beyond his outward behavior into his feelings.

"All by myself" and "Look at me, Teacher!" Yes, *look* at you, Michael, I thought. You want us to watch you and to tell you how well you do and how much we like you. Perhaps, when you were small, Michael, no one ever told you that. So now you have to tell yourself and prove it to yourself over and over again, and ask others to look, too, and tell you what you need to know.

I discovered, of course, that understanding and accepting Michael and his feelings did not always mean approval. But even when I had to stop him from hitting or throwing or going home before bus time, I could always let him know that I was trying to understand how he was feeling.

"I Want To Hit Billy!"

Now, when the blocks teetered back and forth and Michael hopped about waiting hopefully for the crash, I would say: "You would like them to fall, Michael. You would like to hear them go 'Crash, Bang!' "

"Yes, yes!" Michael would clap his hands, "I *want* them to fall!" and then, surprisingly enough (or it was at first), he would take the structure down carefully, block by block, placing each one in its proper place on the shelf.

When his hand raised for a crashing blow upon another child, I learned to say quickly, but calmly, as if I were stating a fact: "You are so angry with Billy that you want to hit him hard—hurt him even."

"Yes!" Michael would agree heartily, "I want to hit Billy!" (*want* to—not *going* to) and the hand would come down by his side.

It was not the actual deed itself that seemed to be important—the blocks falling, the hand hitting—but the feelings which prompted it, and the need for someone to recognize these feelings and to understand and accept them, someone who seems to know how you feel better than you do yourself, so that there is no need for showing him.

Rest time became quiet by saying, "Michael, you would like to shout now and make a lot of noise. You want to show the other children that you don't like to be quiet."

"Yes," Michael would answer, "I could make a lot of noise. I could shout now."

"Yes," I would reply in a slightly regretful tone, "It *would* be fun."

"Yes, it would," Michael would agree, lying down and closing his eyes. Someone understood how he felt. Someone even showed him so clearly how he felt that he didn't need to think about it any more.

Of course these changes did not occur

as rapidly as it appears when one is recording them. It was a long time before I really felt and meant the words I said to Michael, and it was just as long before Michael could believe that I was concerned with him as he was and not set upon changing him. He would do his own changing—from the inside—just as I had done myself. Slowly, slowly the changes came.

At music time when he would say, "All by myself, Teacher, all by myself," instead of replying, "All right, but just *once* now, Michael, and hurry, so we all can do it," I tried saying, "You want us to watch you be a horse—all by yourself—so we can see just *you*."

"Yes," Michael would say, as he galloped off, "I want you to watch me—then *all* the kids can be horses!"

Michael came to be a group member so gradually that I wasn't aware of it, probably because it had grown less important than Michael himself.

Being Honest About Feelings

Except for Michael I might not have looked at the other children in that group as individuals either. I might not have learned to recognize and reflect back to them their feelings of fear and frustration and aggressiveness.

For group peace I might have been more inclined to pretend that these feelings did not exist, or worse yet, might have said, in word or attitude, "*Big* boys and girls don't do those things," or ". . . aren't afraid" or ". . . . don't cry." All those phrases we use over and over again to get children to deny their real feelings because we either do not want to, or feel we cannot, cope with them.

Thanks to the Michaels I am learning to react to the troublesome times in school, and elsewhere, differently. Now my goal is not to smooth things over as quickly as possible, but rather to help children learn to handle and control their feelings by looking at them honestly.

"You cut your finger, John, and it hurts. It hurts enough to cry about. It's all right to cry when you are hurt." It's still hard not to say, "That's all right, John. Stop crying now. It doesn't hurt much. You're a big boy now!"

When Judy painted black all over her picture saying, "Thunder, bad black thunder, covering everything up. Everything is afraid of thunder—afraid, afraid. . . ." I tried to show Judy how she was feeling. "Everything is afraid of thunder. Everything gets covered up—thunder even makes *you* afraid."

"Yes, yes—thunder makes *me* afraid," agrees Judy looking at the black paint as if it were the fear itself.

Except for Michael, I think I would have said, thinking of my bulletin boards: "Oh Judy, you've gone and spoiled your lovely picture! We can't hang that up! Why don't you throw that away and start another?"

And the quiet child, the one who just sits or stands, how often I have said to him, "Don't just stand there, Danny, *do* something!" (Do *anything*—what if Miss Allen should come in and find you doing absolutely nothing in the middle of the morning?)

But my experience with Michael taught me differently. It taught me to try to help Danny understand himself a little better:

"You don't know what to do this morning, Danny. You want me to tell you what to do." Danny smiles up at me. I'm pretty close, I think. "You can take your time, Danny. Maybe you will get an idea watching the others. It's *hard* to choose, sometimes." (No one is trying to rush you, Danny, there's

plenty of time. Feel your way into this new experience—watch and look until you are sure.)

And so the group grows, a group of individuals—Michael, John, Judy, and Danny—each one beginning to know himself a little better, each one beginning to know slowly and then more surely that he can let himself go a little because here is a place in which he is loved, accepted, and understood.

Here is a place in which his thoughts and feelings and fears are recognized too, and he, in turn, can look around him and love, accept, and understand others because he knows how it feels himself. Then, and only then, is he a real group member!

Noon-Time Activities

Central Fairmount School has three hundred thirty pupils from kindergarten through the eighth grade. On rainy or very cold days when all of the children have to play in the basement playrooms there is much noise and pushing around. The student council decided to plan a program to amuse the children with games. A gymnasium which is really two classrooms thrown together, the girls' and boys' playrooms, and the wide hall seemed perfect locations for many different kinds of activities.

The members of the student council talked about games that children would enjoy playing. Puzzles, lottoes, checkers, Flinch, Parchesi, ring toss, and many novelty games were proposed. Since money was needed, Miss Sternberg, our assistant principal and advisor, suggested that the PTA might give us some money. They did so gladly and we planned our shopping list. Games little children would enjoy and be able to play, games that would be hard enough to interest older pupils had to be considered. The members of the recreation committee met Miss Sternberg downtown on a Saturday and bought the games. When the pupils heard what the student council planned, they contributed games, balls, and the like.

Not all children could play games at the same time without much confusion so a schedule was worked out for each day of the week. Each class was assigned to the shuffleboard and hopscotch courts in the basement playrooms, the game room, or a story corner for the primary grades on different days so that everyone might have a turn at each kind of activity. The auditorium stage was scheduled for dancing for the seventh and eighth grades. Copies of the schedule were posted in each classroom and play area.

In the game room members of the recreation committee of the student council take turns giving out games and equipment to the children scheduled to use the room. The system is very simple but efficient. They check them in at the end of the period. They keep track of all parts of the games and make repairs.

All the children now have a good time at noon. At the same time they are learning to take turns, take care of games and equipment and to play together.—COLEEN NASH, *Central Fairmount School, Cincinnati.*

ASCD Convention

THE SIXTH ANNUAL MEETING OF THE ASSOCIATION for Supervision and Curriculum Development of the NEA was held in Detroit, Michigan, February 10-15. Eighteen hundred members adopted a program of action aimed at safeguarding the freedom of the nation's schools.

WALTER REUTHER, president, United Automobile Workers-Congress of Industrial Organizations, said, "The struggle between freedom and tyranny, between democracy and communism, is basically a struggle for men's minds, their hearts and their loyalties. Freedom cannot win the struggle with guns alone.

"Fate has made America a custodian of world freedom. In this twilight period—neither war nor total peace—we need to mobilize free forces to meet the challenge and the threat to peace. It is not enough to know there is a crisis in the world today. If we continue to cling to our old antiquated fundamentals of education, we cannot meet this challenge."

ANDREW CORDIER, Executive Assistant to the Secretary-General of the United Nations, emphasized the important part public opinion plays in forming a nation's policies and the contributions schools can make to public opinion.

Dr. Cordier, who is coordinator for all programs and activities on Korean affairs for the United Nations, pointed out, "The educators' job today is to prepare the United States for world leadership, with emphasis on facts and their interpretation in relation to world events. The educators are providing the momentum for installing vision, interpretation, and philosophy of life which is essential to national leadership."

RICHARD KENNAN, Secretary to the National Education Association Commission for the Defense of Democracy through Education, described the Commission he heads as the "trouble shooting" force of the teaching profession. He said, "Parents are being bombarded with lies about teachers and teaching methods, time and wealth seem to be on the side of attackers.

"There are quite a few who still need to be shown that some subjects are not 'fads and frills.' The public, and especially parents, have not just a right, but a very real responsibility to try to keep up with what the schools are doing and to make constructive criticisms."

MELVIN A. GLASSER of Washington, D. C., executive director, Mid-century White House Conference on Children and Youth, said, "Among the factors that are of prime importance for educators and all others to consider, if we are to conserve our human resources—our children—and those relating to the status of our children, are ways in which the professions can work together in behalf of the well-being of the whole child, and ways in which adults can work together with young people in a gradual and genuine sharing of responsibility."

STEPHEN M. COREY, professor of education, Teachers College, Columbia, declared that "America's schools must maintain their freedom of expression and experimentation in this era of crisis and conflict.

"All school people are going to have to decide whether we will temper our democracy to the spirit of the times, or redouble our efforts to understand and respect and work cooperatively with teachers, parents, and children."

ALONZO G. GRACE, professor of education, New York University, warned that American education must not be subordinated as a nation prepares for World War III. He urged that common sense be applied to the performance of activities which the public schools of America will be called upon to undertake.

"Every child should be familiar with the meaning, methods, and results of totalitarianism and the nature of the ideological conflict."

GEORGE S. COUNTS of Columbia University warned that "schools should speedily find a place in their curricula for a study of communism to understand better what is wrong with this strange and complex phenomenon that threatens the survival of free institutions on the earth."

The 1952 ASCD convention will be held in Boston, February 9-14.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Manatee County Association for Childhood Education, Florida

Valdosta State College Association for Childhood Education, Georgia

Grace E. Mix

Grace E. Mix passed away in December at her home in Farmville, Virginia. Miss Mix for many years was a member of the faculty of Longwood College at Farmville, Virginia. Since her retirement she has been active in all phases of community life. Her particular interest was the welfare of children.

Miss Mix became a life member of the Association for Childhood Education International in 1939. She was for a number of years sponsor of the student branch of ACE in the college and has served on many of the committees of the International Association.

Isabel Lazarus

On February 17, 1951, Isabel Lazarus passed away in Baltimore, the city of her birth. Miss Lazarus, a graduate of the Ethical Culture School of New York and Johns Hopkins University, was a kindergarten teacher for many years in the public schools of Baltimore. Later she became a member of the research staff of the city's department of education, retiring from the public school system in 1933. Through her efforts the first playgrounds for young children were established in the parks of Baltimore.

Miss Lazarus, a life member of the Association for Childhood Education International, through the years has served on various committees for ACEI and participated in many of the annual study conferences. She was also an active member of the Baltimore ACE.

During recent years Miss Lazarus shared a home with Frances Berry. Together they have done much in support of the work of the Association. Frequently they have visited ACEI headquarters as volunteer workers and have given both inspiration and practical help to members of the staff. Their gifts of children's books and toys of long ago add to the interest of the library-conference room at headquarters. Several years ago Miss Lazarus presented the Association with a $5,000 Savings Bond and indicated that she hoped this would provide a beginning for an ACEI headquarters building fund.

Miss Lazarus is remembered particularly for her deep and keen understanding of children and her devotion to making the world a better place for them.

Education Materials for the Near East

ACEI has undertaken another project at the request of the State Department. Materials used in the education of children seven to twelve years of age are being selected, assembled, and later will be packed and shipped to twenty-six American library centers in countries of the Near East. In addition to actual materials used in schoolrooms there will be books and pamphlets for teachers and parents, films, photographs, recordings, and many books for children.

Mildred Thurston of the Laboratory School of the University of Chicago comes to ACEI headquarters on April 1 as director of the project. After materials are selected, Miss Thurston will write the study guide that will be sent with these materials. Funds for financing the project are provided by the State Department. It is hoped the work will be completed by next fall.

Mildred English in Germany

Mildred English is again in Germany. She is now the educational services adviser and is visiting many of the educational centers which she started in 1947. Her headquarters are in Frankfort.

New ACEI Publications

Portfolio on Audio-Visual Materials is the newest addition to this popular series. The titles of the twelve leaflets that make up the portfolio tell the story:

How Can We Best Use Audio-Visual Materials? by W. A. Wittich

Radio and Television—A Part of Today's World by Florence Liss
How Can We Start a Children's Museum? by Hannah M. Lindahl
Bulletin Boards and How To Use Them by Helen Rachford
Pictures and How To Use Them by Harriet Bick and Alberta Meyer
Sources of Free and Inexpensive Materials by Catharine Williams
How Can We Build a Record Library? by Emma Sheehy
Bibliography of Records by Emma Sheehy
Sources of Films To Use with Parents by W. Clark Ellzey
Films Seen and Liked for Teachers and Parents, reviewed by members of ACEI film review centers
Sources of Films and Recordings To Use with Children by Mayme A. Sweet
Films Seen and Liked for Children, reviewed by members of ACEI film review centers

This portfolio, as the second ACEI 1951 membership service publication, was mailed in March to ACE branch officers and to international and life members of ACEI. The practical help presented will be appreciated by all receiving it. Order from ACEI headquarters, 1200 15th Street, N. W., Washington 5, D. C. 75¢.

What About Phonics? Teachers and parents concerned with best ways of helping children become independent and eager readers will welcome this new ACEI general service bulletin. The author, Alvina Treut Burrows, presents evidence of research on the teaching of phonics and interprets that evidence in the light of today's understanding of how children grow and learn. Some of the section headings are:

Factors in Successful Reading
What We Have Learned from Research
Sound Growth—Not Miracles

Order from ACEI headquarters, 1200 Fifteenth Street, N. W., Washington 5, D. C. Pp. 24. 75¢.

AAUW Biennial Convention

The 1951 biennial convention of the American Association of University Women will be held at Atlantic City, New Jersey, April 9-13. An analysis of freedom and its meaning in the world today will keynote the convention thinking. Sarah G. Blanding, president of Vassar College, is chairman of the program committee. Delegates will devote one session to considering how the AAUW program may contribute to the defense and maintenance of freedom in the difficult years ahead.

CARE-UNESCO Children's Book Fund

Children's books which were sent to other countries through the CARE-UNESCO Children's Book Fund were exhibited to the public in the Library of Congress, Washington, D. C., from February 26 to March 15.

At a meeting in the Library on February 26, Luther H. Evans, Librarian of Congress and a member of the Executive Board of UNESCO, presided and reviewed the Children's Book Fund from UNESCO's point of view. Margaret C. Scoggin, Librarian of the Nathan Straus Branch for Children and Young People of the New York Public Library, told of the development of this program and the need for children's books overseas. Milton Smith, Director of CARE's Education Division, discussed how local groups can aid the program.

The book packages for children, costing ten dollars each, are in two groups—one consisting chiefly of picture books and intended for younger children, and another for older children who have learned English or are beginning to learn it. The program has been developed by the American Library Association, the National Congress of Parents and Teachers, and the Association for Childhood Education International, in cooperation with CARE and UNESCO.

NEA Travel Tours

The 1951 edition of the NEA Summer Tours booklet describing tours to twelve areas and countries is now available. The Division of Travel Service of the National Education Association will operate these tours for members during June, July and August. More than 2,000 members have enjoyed such tours during the five years in which the Division of Travel Service has been in operation. For the tour booklet and complete information write to Paul H. Kinsel, director, Division of Travel Service, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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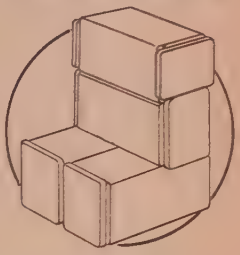

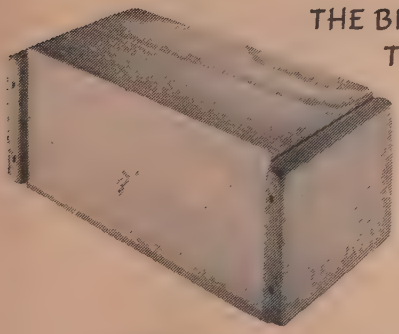

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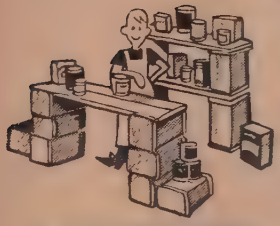

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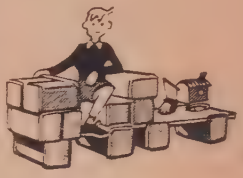

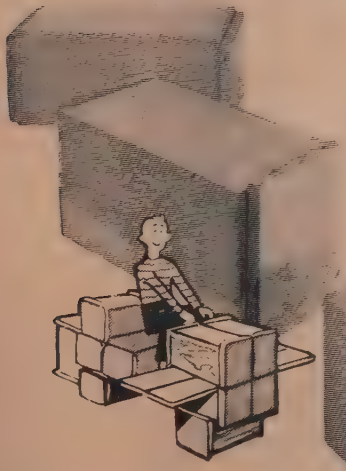

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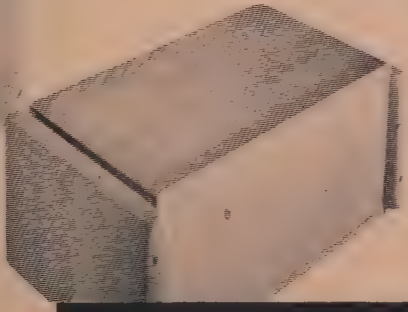

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Books for CHILDREN . . .

Editor, LELAND B. JACOBS

In some books for children the locale is so fundamental that the story just could not be created without an impelling sense of setting. In other words, place strongly pervades everything that the characters think and do. Place creates the mood. Place significantly gives direction to the plot. Place plays a major role in the delineation of character. Place, in a very real way, becomes more than an influence. It emerges as a virile quality of narrative which is so vital that it takes on semblances of character itself. Consider the Mississippi in Huckleberry Finn, *the Florida scrub land in* The Yearling, *the streets of old New York in* Roller Skates, *or the frozen prairies in* The Long Winter.

In all of the books reviewed this month the setting has great significance. In one sense, locale is the hero of each of these stories.

IDAHO SPROUT. *By John Baumann. Illustrated By Lee Townsend. New York: William Morrow and Co., 425 Fourth Ave., 1950. Pp. 250. $2.50.* Only occasionally a book comes into print that completely unfolds for the reader the realization of what it means to live at a specific time and in a particular place and to develop as a living personality within the cultural conditions that so inescapably affect one's growing. *Idaho Sprout* is such a book.

The kid was called Sprout because he looked so much like his Old Man. The kid was really Sprout because, in accomplishing his greatest ambition in life to be the kind of man his father was, he made his Idaho ranch life a good life.

In learning to ride, to fish, to shoot, to round up cattle, to trap bear, to train and race horses, to gentle wild horses, Sprout evolved for himself a pattern of living which, if much the same designing as his father's, was intensely satisfying to him.

This is a different kind of career story for children in the upper grades. The success of Sprout's growing up depends not so much on his accomplishments and abilities in various necessary aspects of ranch life as on his greater achievement of finding, knowing, and becoming himself.

Baumann's straightforward style of writing makes the impact of this story of a Western boyhood a very intimate reading experience. Moreover, the lushness of the nature lore, the first-hand account of frontier living, and the wholesome robustness of Sprout's exciting adventures also contribute to making this a distinctive book for older children.

COUNTRY TRAIN. *By Jerrold Beim. Illustrated by Leonard Shortall. New York: William Morrow and Co., Inc., 425 Fourth Ave., 1950. Pp. 46. $2.* The persistent appeal of locomotives and railroads keeps train stories popular with young listeners and readers. *Country Train* makes a pleasant addition to this type of story.

Sam lived in a country town, and his family were railroad folk. This gave Sam a special interest in trains, particularly Old Putt, a slow little country train that blew smoke all around the village children as they stood just above the locomotive on an old wooden bridge.

Then came the day when the streamliner, The Train of Tomorrow, came over the country tracks. What a contrast to Old Putt this new train was! In spite of the wonders of the streamliner, Sam still retained a deep affection for the less spectacular country train.

This simple "here and now" story for the primary grades does one thing especially well. It deftly gives the reader a feeling for the small railroader's town, for the little trains that serve the countryside, and, in contrast, for the most modern development in trains on the main lines. To accomplish this, Sam is just a vehicle of the author. Old Putt is the real hero. Shortall's illustrations, both in black and white and in color, make trains and railroading exciting business.

TEXAS TOMBOY. *By Lois Lenski. Illustrated by the author. Philadelphia: J. B. Lippincott Co., East Washington Square, 1950. Pp. 180. $2.50.* Texas in the early 1900's is the setting for the latest of Lois Lenski's regional books for older children. Statistically, *Texas Tomboy* is the seventh regional story in this writer's recent work, and the fifth in which a girl is the main character. "Charlie Boy" of Triangle Ranch is a tomboy, her father's pal. She can ride like a cowboy. She is unafraid of coyotes, of

stampeding horses. She loves the life at Triangle Ranch and her problems and escapades all center in the familiar daily happenings of ranch living, which Lois Lenski makes colorfully eventful and dramatic.

When one recalls this author's previous work in this genre, *Texas Cowboy* does not possess the best-developed plot. On the other hand, her handling of the drouth and the final arrival of the much-needed rain are feelingfully and artistically done. And the reader in the later-elementary grades will get, with lively sweep, a picture of Texas ranch family living before the days of mechanization.

DOOR TO THE NORTH. *By Elizabeth Coatsworth. Illustrated by Frederick T. Chapman. Philadelphia: John C. Winston Co., 1010 Arch St., 1950. Pp. 246. $2.50.* How shall one describe Elizabeth Coatsworth's *Door to the North?* It is a saga of the daring Norse adventures into the western hemisphere. It is a tale of the skillful leadership and personal bravery of Paul Knutson, who lead forty Norsemen from Norway to Greenland and thence to Minnesota. It is an account of sea and river, season and weather, warm land and cold. Perhaps most of all, this book is the personal drama of young Olav Sigurdson who utilized the long journey to vindicate his father's good name.

Because *Door to the North* has fourteenth-century exploration and crusade as its theme, it is natural that its plot pattern should be somewhat less closely knit than is usually the case in Coatsworth's writing for children. However, the book gains its strength from this very structuring. From such designing the reader comes to realize that the success of such a dangerous adventure depended upon the talents and motivations of many diverse personalities as well as upon the natural elements encountered and not upon any one person or set of circumstances alone. Any historical odyssey, like *Door to the North,* must rely upon many persons, many events, many places, all of which contribute to a single goal, that of reaching the desired destination.

Perhaps this book will be read only by pretty skillful readers in the later-elementary grades, and by those who have quite an intense

(*Continued on next page*)

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Books for CHILDREN

(*Continued from page* 387)

interest in history. But there is a place in children's literature for such books, and Elizabeth Coatsworth is to be commended for giving us this story based on a little-used theme and for giving the theme both strength and beauty in the telling.

LUCK FOR LITTLE LIHU. *By May Justus. Illustrated by Frederick T. Chapman. New York: Aladdin Books, 554 Madison Ave., 1950. Pp. 112. $2.* This is a story of Little Lihu, thirteenth member of the Linder family, who lived in No-End Hollow in Middle Tennessee.

When Lihu captured the bear and got the reward money, he little knew the chain of events he had started. That reward money bought a mule, who carried him to his Granpaw, who gave him a book, which gave him a hankering to read, which sent him to school, and which ended in his reading in public to the delight and pride of his entire family, particularly his mother.

"Little Lihu closed the Good Book and started for his seat. On his way he caught a glimpse of his mother. Her eyes were bright as stars."

May Justus must love her native Tennessee mountains and their people very much. In creating the Linder family she opens up for children everywhere an intimate picture of Tennessee mountain life. She gives the mountain people simple integrity and substantial significance, without being provincial.

Little Lihu does have good luck, with the help of his family. But it is the kind of good luck that wholesome daily living for typical ten-year-old boys the country over might expect—except perhaps, that of being able to capture a bear.

ROSA-TOO-LITTLE. *By Sue Felt. Illustrated by the author. Garden City, New York: Doubleday and Co., Inc., 1950. Pp. 24. $2.* Rosa had a big problem—the big problem of being too little. Her big brother said she was too little to be on the rooftops where his friends trained pigeons. She was

(*Continued on page* 392)

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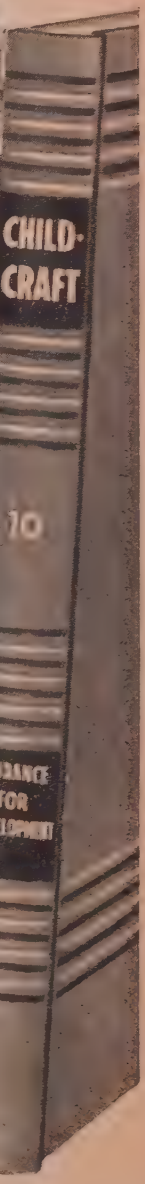

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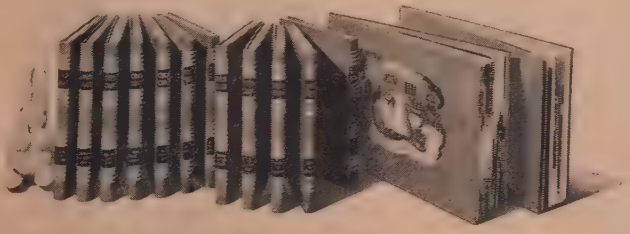

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SCHOOLTOWN, U.S.A.—Teachers everywhere deplore the recent demand for a return to the "solid discipline of the three R's," which implies drill for its own sake, without regard to understanding. They point out that resourceful teachers have always made use of planned practice to secure the skills necessary in our world. But emphasis on skill without regard to meaning can, they caution, only result in parrot-like behavior which is the opposite of democratic, responsible maturity.

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Books for Teachers . . .

Editor, RUTH G. STRICKLAND

THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. *By Ruth G. Strickland. Boston: D. C. Heath and Co., 285 Columbus Ave., 1951. Pp. 384. $3.75.* Books on the teaching of the language arts are frequently preoccupied with problems of a curricular or administrative character, such as pupil classification, grade placement of language and grammar skills, systematic *vs.* incidental instruction, unit organization, the role of the textbook, and the like.

The approach in this excellent new volume is strictly from the viewpoint of the development of the child himself. The author has brought together and interpreted, in a highly readable form, the great mass of research data relating to the language development of the elementary-school child. In all this she has carefully and consistently clarified the relationship of language to the other phases of child development. The result is a scholarly and at the same time a thoroughly interesting document.

With such fundamental facts as a base, it is possible to draw valid conclusions with respect to classroom practice. Teachers who know what normal children are like—how they form concepts, how they grow in their capacity to express ideas of increasing complexity, how they pass from the phase of egocentric speech to the phase of genuine social communication, how they increase in independence and breadth of interest—will see opportunities for continuous enrichment of the instructional program in the language arts.

Teachers who know the nature and range of individual differences in language development among children will know how to avoid regimentation and mass prescription of assignments in speaking and writing. Teachers who understand the orderly progression of skills in language and thought and the interrelationships among speaking, writing, reading, and listening will recognize the futility of isolated drills in specialized aspects of language. This book makes such understandings on the part of teachers possible.

It does not, however, neglect the practical

and "engineering" aspects of the language arts program. On language usage, classroom activities in speaking and writing, home-school relationships, the development of interests in reading, the remediation of speech defects, specific procedure in developing correct forms in writing, the cultivation of creative expression, and methods of evaluation, the volume offers an abundance of specific suggestions. While it is not a mere collection of unrelated devices, it is rich in concrete applications of basic principles.

The Language Arts in the Elementary School is likely to remain an authoritative, standard work in the field for many years.—*Reviewed by* JOHN J. DE BOER, *University of Illinois, Urbana.*

THE CHILDREN WE TEACH. *By Elizabeth S. Whitehouse. Philadelphia: Judson Press. 1950. Pp. 304. $2.50.* Today, one of the neglected areas in a child's education is the area of Christian training. Parents and teachers have felt the need of useful, informative materials to aid them in the task of guiding children toward Christian principles. The author, Elizabeth S. Whitehouse, has skillfully combined psychology, methods, and religion in such a manner as to be of tremendous value to parents and church school teachers in the filling of this gap.

The goal of Christian education is to confront the growing child with Christ and Christian experiences. Such a course cannot be started too soon in the child's life. Miss Whitehouse discusses in clear, simple, and readily understandable language the problems confronting children, the processes of learning, the need for teachers and parents to become more acquainted with children, and the importance of emotional as well as physical and mental development.

She makes a strong plea for the child as an individual—a person with rights, thoughts, needs, and responsibilities. The role of the teacher and parent is not one of forcing strict conformance on the child but one of helping the child to grow into a wholesome, self-controlled individual, ever keeping in mind that the "all-important purpose of Christian teachers must be to lead their pupils to know Christ."

Miss Whitehouse shares her knowledge of child psychology, educational methods, and her years of experience in Christian education with church school teachers and parents in presenting a book that is a must for people engaged in the education of children. She gives evidence of her aggressively alert attitudes toward modern educational procedures in the Christian education program of our church schools. As superintendent of a church school the reviewer is happy to recommend active use of this book, not only in church schools, but by parents.—*Reviewed by* CHRISTIAN JUNG, *assistant professor of education, Indiana University, Bloomington.*

THE NURSERY SCHOOL. A Human Relationships Laboratory. *By Katherine H. Read. Philadelphia. W. B. Saunders Co., W. Washington Square, 1950. Pp. 263. $3.50.* To all of us who are interested in the study of infancy and early childhood, Katherine Read's new book, *The Nursery School* is a welcome source book. Whether we are teachers, students, or parents we will find the material of great help in bringing us up-to-date in newer understandings of human nature and human development.

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(*Continued on page* 393)

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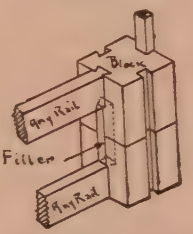

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Books for Children

(*Continued from page* 388)

too little to jump rope with her big sister. Her mother was sure she was too little to roller-skate. Worst of all, she was too little to have a library card of her own. But that matter was finally worked out to Rosa's complete satisfaction.

Sue Felt, a children's librarian, makes the library a delightful place in this picture book. She does more; she relates the library to the larger community setting of which it is a part. The author also catches what it means to a young child to be in the process of "growing up," and the joy there is in tangible signs of making progress in such an important matter.

One cannot quite imagine what this story would be without its charming pictures, done in lovely brown and black. Rosa is delightfully caught in many moods. City street scenes, filled with playing children, are spirited and authentic. For this reader, the story accompanies the pictures rather than the usual expectancy of pictures augmenting the content. Page by page, this new artist makes one little girl and her city environment come very much alive.

PONY SCHOOL. *By Paul Brown. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1950. Pp. 90. $2.* Shetland ponies have an assured hold on the hearts of American children.

In *Pony Farm* Paul Brown told how Bud and Lynn, who had the good fortune to live next-door to a Shetland pony farm, watched little Half 'n Half grow and live among the other ponies. *Pony School* utilizes the same setting but turns the story to the training of Shetlands for riding and driving.

In this book Skinny, a pretty boastful city cousin, comes to visit Bud and Lynn. Of course, the three children spend every possible moment at the horse farm, observing and participating in the training of the ponies. Through their experiences they learned much about the temperament of Shetlands, the way to ride skillfully, and the principles of good sportsmanship.

Brown develops the feeling for pony-farm life very well. Despite the reader's interest in the children, the ponies, and the owners, the real hero of this book is the farm itself.

Books for TEACHERS

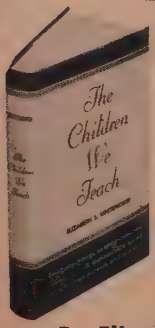
(*Continued from page* 391)

of development, Katherine Read has interpreted and evaluated the material gathered in the nursery school laboratory at Oregon State College in light of setting up an environment which provides satisfying experiences for children of preschool age.

Using the nursery school as a human relationships laboratory she has explored and defined the areas of intense feelings which children have and brings us closer to an understanding and acceptance of these feelings of confidence and adequacy, of hostility and aggression.

Uprooting some of our old concepts and assumptions the author directs our thinking into ways of channeling these feelings into constructive patterns of behavior. In a clear, readable manner she highlights the importance of accepting children where they are and of adapting limits to meet their present needs.

Pointing out that the foundation of understanding starts with the relationship between the child and the adult, Katherine Read not only encourages us to continue studying and observing, but discusses ways in which we grow in our awareness of children's problems, of the meanings of their problems and of ways we can enrich their experiences. Parenthood requires preparation. So does teaching. This book thoughtfully read will help us with our preparation and will influence what we do for children.—*Reviewed by* DOCIA ZAVITKOVSKY, *supervisor of Child Care Centers, Santa Monica, California.*



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Among the Magazines . . .

Editor, HELEN LAMMERS

PARENTS' MAGAZINE. *February 1951. P. 39. "A Hobby To Share with Dad." By Katherine Clifford.* Katherine Clifford relates the growth of their family stamp club. Dad started the boys by going to the library with them to get books concerning stamps and sending to some dealers for catalogues. He supplied them with albums and matched them penny for penny to build up a fund for purchasing some stamps. He enthusiastically shared the thrills when the stamps arrived and they were hinged in the albums. Since there were no stamp clubs in the neighborhood, they decided to organize their own—including mother and sister. Meetings were held every Thursday. Geography, history, and economics were absorbed painlessly.

The author recommends stamp collecting as an ideal way to capitalize on a growing child's instinctive love of collecting things and directing it into a field that is worthy of the time spent on it. It can be a satisfying mutual interest for father and son.—*Reviewed by* MARY L. ALEXANDER, *Westwood School, Cincinnati.*

TODAY'S WOMAN. *January 1951. P. 41. "Don't Let Hidden Handicaps Retard Your Child." By Robert Robinson.* Many of the children branded as strange or odd may be victims of hidden handicaps—they may be unable to see or hear well.

Robert Robinson says that one out of three children can have hidden handicaps. This sounds frightening but, if discovered in time, most of the hearing and vision losses can be corrected just as defective teeth can be corrected.

In one group of children with hearing losses, 85% showed improvement after medical treatment. With modern medical developments it is possible to correct 95% of children's visual defects. Such results are possible only when cases are discovered early.

Mr. Robinson places on the parents the responsibility of discovering and overcoming the danger of hidden handicaps. They should learn the symptoms of defective vision and hearing. He gives a checklist for each.

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Parents should familiarize themselves with these symptoms and be on the alert to detect loss in either hearing or vision. If deficiencies are discovered, they must cooperate with school and health agencies in a follow-up program of correction. Through such plan, parents may spare their children the frustrations that are a result of hidden handicaps.—*Reviewed by* BEULAH RHODES, *Schiel School, Cincinnati.*

BETTER HOMES AND GARDENS. *January 1951. P. 42. "Do They Think You're Made of Money?" By C. Howard Smith.* Children soon learn the power of money. If it is handed to them too freely and without question, there is a danger that they may begin to place too much importance on it and may lose sight of the more significant family ties and associations.

C. Howard Smith thinks this danger may be avoided if parents would give their children an understanding of what money is and what it must do in relation to their own family situation—their income and their necessary outgo. In addition to an understanding of the family finances, children should have "practical experiences in managing their own financial problems."

Mr. Smith emphasized the point that when it is necessary for parents to refuse their child's request for money, they give him something more important—their time, their companionship, and their love. In so doing, they will better understand that there are some things that money cannot buy—the love and feeling of security within a happy family group.—*Reviewed by* BEULAH RHODES.

PARENTS' MAGAZINE. *February 1951. P. 31. "They Don't Quit School in Denver." By Clark Blake.* The old question of "What is the real function of the public schools?" was never more pertinent than today. It is considered in a practical light in this article which tells how the schools of one large city are trying, through vocational guidance, to discover the job potentialities of their students, and then give them the training necessary to prepare them for that field. It will be of interest to all who are interested in finding how "vocational" the schools can become without lowering their academic standards.—*Reviewed by* NATALIE EVANS, *North Fairmount School, Cincinnati.*

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